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THE INAUGURATION OF PRESIDENT  
WILLIAM PRESTON FEW



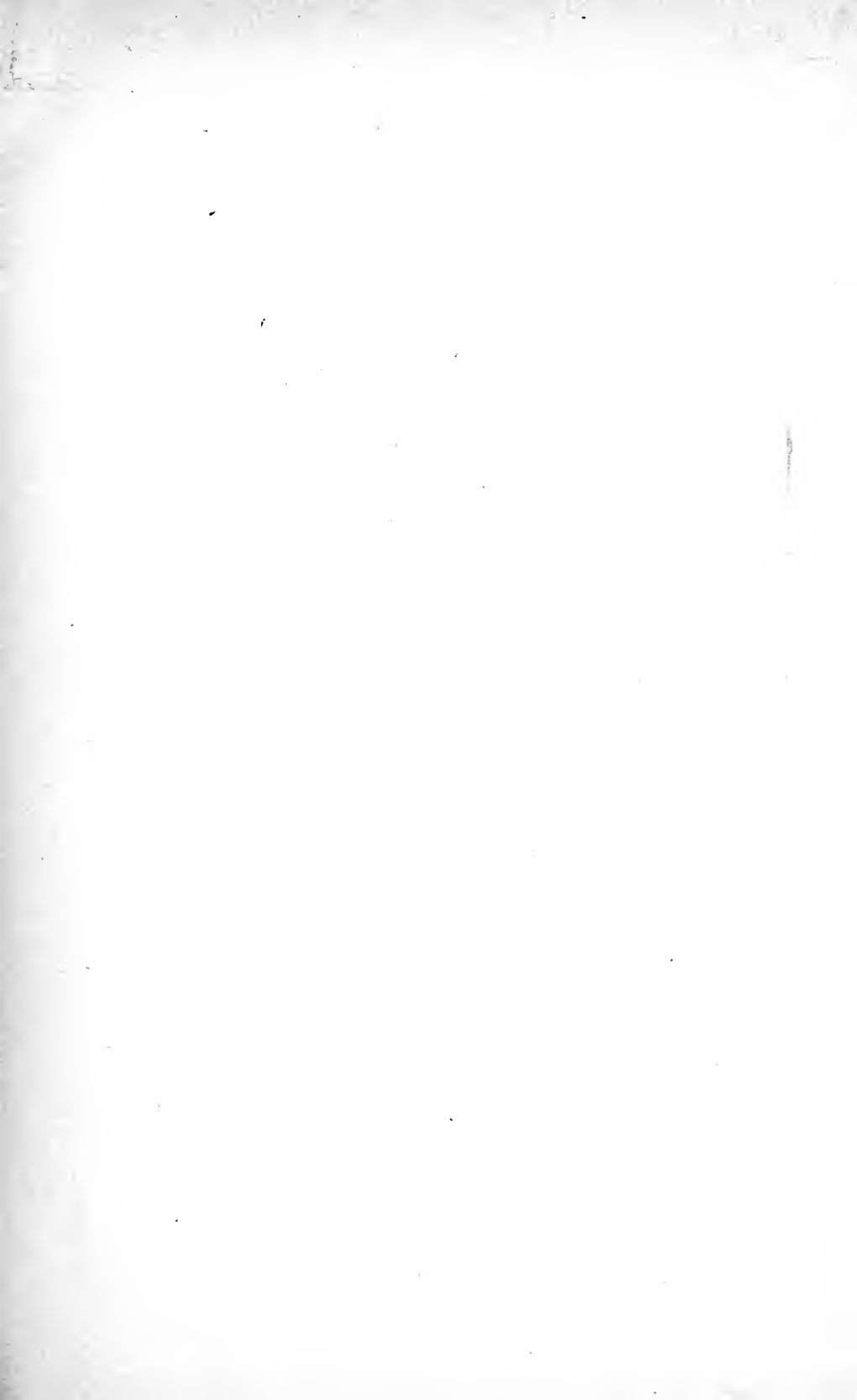
TRINITY COLLEGE  
NOVEMBER 9, 1910

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**THE INAUGURATION OF  
PRESIDENT WILLIAM PRESTON FEW**









THE INAUGURATION  
OF  
WILLIAM PRESTON FEW  
A.M., PH.D.  
AS PRESIDENT OF  
TRINITY COLLEGE



DURHAM, NORTH CAROLINA  
NOVEMBER 9, 1910

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*Life  
Trinity College*

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## INTRODUCTION





## INTRODUCTION

At the annual meeting of the Board of Trustees in June, 1910, John Carlisle Kilgo, A.M., D.D., LL.D., President of Trinity College since 1894, tendered his resignation, which was made necessary by his elevation to the office of bishop of the Methodist Episcopal Church, South, at the general conference which met in Asheville, North Carolina, in May. At the same meeting the Trustees elected as President of the College William Preston Few, A.M., Ph.D., Dean of Trinity College.

The Trustees authorized, at the time of the election of President Few, the appointment of a committee to make all necessary arrangements for the Inauguration, which should take place as early as possible in the following autumn, but not until the Washington Duke Building, West Wing, could be completed. The committee chosen consisted of Professors Flowers, Brown, and Wannamaker.

Many of the citizens of Durham felt that the coming of so many distinguished scholars and educators to the city should, in some fitting way, be recognized. The initiative in this movement was taken by the Merchants' Association. To aid the movement, Mayor Griswold issued a proclamation, urging all citizens to co-operate. After conferences between representatives of the College and the citizens, arrangements were effected for making the day an occasion for both the College and the city. The co-operation of the citizens added greatly to the éclat of the Inauguration, and the hospitality of many of them in welcoming to their homes the guests of the College made the problem of entertainment easy.

Many of the alumni, invited guests, and delegates reached Durham on Tuesday, November 8, but most of the delegates, especially those from the North and East, came on the morning of the ninth. To make it possible for them to reach Durham in time for the exercises at nine o'clock, the College operated, from Greensboro to Durham, a special train (consisting of dining-car and Pullmans), which connected at Greensboro with trains from New York, Washington, and from points in the far South. Professor Brown, of the Committee on Arrangements, met the delegates at Greensboro and accompanied them to Durham. The train, which was stopped near the entrance to the campus, was met by a delegation representing the College and the citizens. The entire party was conveyed in automobiles to the Washington Duke Building, West Wing, where all delegates and guests enrolled and put on academic costume.

The Washington Duke Building, West Wing, which was practically finished, was presented to the Trustees at a quarter to ten o'clock. For the presentation exercises tickets had been issued to the alumni, members of the Faculties and their wives, the Trustees, the guests, and delegates. Mr. Frank L. Fuller presented the building for the donor, Mr. Benjamin N. Duke, and Mr. James H. Southgate, President of the Board of Trustees, accepted it for the Trustees.

Immediately after the presentation of the building the delegates, specially invited guests, members of the Board of Trustees and of the Faculties of the College, and the alumni moved, at the direction of the marshal, in the order of procession, to the Craven Memorial Hall, where the exercises of Induction were held. As the first section of the procession was mounting the steps of the Hall, the chorus, which consisted of over thirty of the city's most talented singers, led by Mr. T. Edgar Cheek, began the processional hymn, "How firm a foundation"; the audience

joined in the singing, while the members of the procession entered the building and repaired to the seats reserved for them. Section I, consisting of the members of the Faculties and the alumni, was seated in the section in front of the stage, while those in sections II and III, consisting of the delegates and specially invited guests, members of the Board of Trustees, officers of the College, and speakers, took seats on the stage.

When all had been seated and the singing of the processional hymn had been finished, the head marshal, Professor Flowers, introduced the Reverend Stonewall Anderson, who offered the Invocation. Bishop John Carlisle Kilgo, the retiring President, representing the Board of Trustees, then inducted President Few into office, presenting to him the Charter and Seal of the College. When President Few had accepted, in earnest words, the trust committed to him, the head marshal introduced the speakers who delivered addresses of congratulation—William Walton Kitchin, Governor of North Carolina, in behalf of the Commonwealth, and Harry Pratt Judson, President of the University of Chicago, in behalf of the honored delegates. Then followed President Few's inaugural address, after which the exercises of Induction were closed with the Benediction, pronounced by Frederick William Hamilton, President of Tufts College.

While the orchestra was playing, the procession moved from the Craven Memorial Hall to the Washington Duke Building, West Wing, where the delegates, in the order of the foundation of the institutions which they represented, were presented by Professor Brown to the President of the College, the Retiring President, the Governor of the State, and the Commissioner of Education of the United States.

At the close of the Presentation of Delegates, a photograph, which is reproduced in this volume, was made of the delegates and guests before they assembled at the luncheon.

Promptly at half-past one, the delegates, guests, members of the Board of Trustees and of the Faculties, and the alumni—more than three hundred in all—were summoned, by the music of the orchestra, from the dressing-rooms to the luncheon given by the President and members of the Faculties. After making a most pleasing address, James Hampton Kirkland, Chancellor of Vanderbilt University, acting as toastmaster, called upon Abbott Lawrence Lowell, President of Harvard University, Andrew Fleming West, Dean of Princeton University, Elmer Ellsworth Brown, Commissioner of Education of the United States, John F. Downey, Dean of the University of Minnesota, William Walton Kitchin, Governor of the State, Frederick Sheetz Jones, Dean of Yale University, and Edwin Boone Craighead, President of Tulane University.

While the delegates and guests were at the luncheon given at the College, the ladies accompanying the delegates were being entertained at a luncheon at Greystone, the residence of Mrs. James Edward Stagg.

At the conclusion of the luncheon the delegates and guests were taken over the city in automobiles and then conveyed to the homes of the citizens who had kindly offered to entertain them.

At nine o'clock P.M. Mr. and Mrs. Benjamin Newton Duke gave a reception, at their home on Chapel Hill Street, to the delegates, guests, Trustees, alumni, members of the Faculties, and friends.

Since some of the delegates desired to attend the meeting of the Association of American Universities at Charlottesville, Virginia, on the following day, November 10, the College arranged for Pullmans to be operated by special train from Durham to Greensboro and thence by regular train to Washington so that the trip to Charlottesville might be made in time for the first session of the Association. The special train left Durham at half-past eleven, immediately after the reception.



About eleven o'clock P.M. the students of the College turned out in a body to celebrate the occasion. Each carrying a brilliant torch or lantern, they marched to the home of Mr. Duke to serenade the hosts and lingering guests, visited the railway station to speed with songs and cheers of appreciation and good-will the departing guests on the special train, held up the President's automobile, on its way from the reception, to manifest their love for him in heartiest cheers and special songs, and closed the night's serenades with a visit to the home of the Retiring President to show him, by touching tokens, their genuine affection for him and their deep appreciation of his long and unselfish service to the institution which had been so singularly honored in the exercises of the day.



# CONTENTS

	PAGE
PRESENTATION OF THE WASHINGTON DUKE BUILDING, WEST WING . . . . .	3
ORDER OF THE PROCESSION . . . . .	15
PROGRAM OF THE EXERCISES OF INDUCTION . . . . .	19
THE INVOCATION . . . . .	23
THE INDUCTION AND THE PRESENTATION OF CHARTER AND SEAL	27
THE ACCEPTANCE . . . . .	33
ADDRESSES OF CONGRATULATION:	
Governor William Walton Kitchin . . . . .	37
President Harry Pratt Judson . . . . .	39
THE INAUGURAL ADDRESS . . . . .	47
THE PRESENTATION OF DELEGATES AND GUESTS . . . . .	59
SPEECHES AT THE LUNCHEON:	
Chancellor James Hampton Kirkland, Toastmaster . . . . .	67
President Abbott Lawrence Lowell . . . . .	71
Dean Andrew Fleming West . . . . .	75
Honorable Elmer Ellsworth Brown . . . . .	79
Dean John F. Downey . . . . .	83
Governor William Walton Kitchin . . . . .	89
Dean Frederick Sheetz Jones . . . . .	95
President Edwin Boone Craighead . . . . .	99
APPENDIX:	
Forms of Invitations, Circulars, etc.. . . . .	107
Reduced Copy of the Program . . . . .	135
Circular of Information for Delegates and Guests . . . . .	141
Circular of Instructions to Alumni . . . . .	143
Circular of Information for Members of the Faculties . . . . .	145
Circular of Information for Marshals . . . . .	147
Tickets of Admission . . . . .	149

APPENDIX (*Continued*)—

	PAGE
Facsimile of the Order of Seating at the Luncheon	facing 151
Luncheon Menu. Announcement-Form . . . . .	151
Facsimile of Announcement-Form . . . . .	153
Delegates from Other Institutions . . . . .	157
Specially Invited Guests . . . . .	165
Board of Trustees of Trinity College . . . . .	169
Faculty of Trinity College . . . . .	171



## LIST OF ILLUSTRATIONS

PRESIDENT WILLIAM PRESTON FEW . . . .	<i>Frontispiece</i>
THE PROCESSION RETURNING FROM CRAVEN MEMORIAL HALL	Facing page 17
BISHOP JOHN CARLISLE KILGO . . . .	Facing page 27
A GROUP OF THE DELEGATES AND GUESTS . .	Facing page 157



## **THE PRESENTATION**





THE PRESENTATION OF  
THE WASHINGTON DUKE BUILDING  
WEST WING



# THE PRESENTATION EXERCISES

9:30-10:00 A.M.

## THE PRESENTATION

FRANK LANNEAU FULLER

In behalf of the donor, Benjamin Newton Duke

## THE ACCEPTANCE

JAMES HAYWOOD SOUTHGATE

The President of the Board of Trustees



## THE PRESENTATION

FRANK LANNEAU FULLER

In behalf of the donor, Benjamin Newton Duke

Mr. Benjamin N. Duke, the giver of this building, has asked me to present it to the Board of Trustees of Trinity College. On this glad occasion Mr. Duke presents the building to this College with great good-will because he believes the College stands, and will always stand, for the things that promote peace, security, and strength in the State and in the Nation. As a new administration is this day formally put in charge of the College, he wishes for it a long life of wide-extending influence and usefulness.



## THE ACCEPTANCE





## THE ACCEPTANCE

JAMES HAYWOOD SOUTHGATE

The President of the Board of Trustees

In behalf of the Board of Trustees of Trinity College and with deep and grateful appreciation I accept this handsome building now nearing completion. It is welcomed for its own sake and for its own uses, and it is the more gladly welcomed because it is but the first in an extensive and imposing scheme of buildings which will be pushed to completion as rapidly as possible, and which, when finished, will give the College adequate housing for a good many years to come. But it is most of all welcomed because it is just another in a long series of benefactions from one whose heart and hope and resources never fail the College. For a decade and a half those who work at the problems of this college have been steadily inspired by the unfailing sympathy and the wise care and thought that have been lavished upon the College by him whose philanthropy has made possible this building and so much of the success of the College—that high-minded, true-hearted friend and benefactor, Mr. Benjamin N. Duke. For good deeds like these and especially for good-will like this the College can never be sufficiently grateful. But it will do its best to pay such debts by intense devotion to progress and the widest human service.



## THE PROCESSION

*[After the Presentation Exercises, the Honorable Delegates, Specially Invited Guests, Members of the Board of Trustees and of the Faculties, and the Alumni formed in procession and moved to the Craven Memorial Hall.]*



# ORDER OF THE PROCESSION

CHIEF MARSHAL

AIDS

## I

AIDS

THE PROFESSORS OF THE COLLEGE

THE PROFESSORS IN THE SCHOOL OF LAW

THE ASSISTANT PROFESSORS OF THE COLLEGE

THE OTHER MEMBERS OF THE FACULTIES OF  
THE COLLEGE

THE ALUMNI OF THE COLLEGE IN ORDER OF  
THEIR CLASSES

## II

THE COLLEGE MARSHAL

THE DELEGATES FROM OTHER INSTITUTIONS

THE SPECIALLY INVITED GUESTS

### III

#### AIDS

THE MEMBERS OF THE BOARD OF TRUSTEES

THE BURSAR, Bearing the Keys

THE LIBRARIAN, Bearing the Charter

THE SECRETARY TO THE CORPORATION,  
Bearing the Seal

THE DEAN OF THE FACULTY OF LAW

THE DEAN OF THE COLLEGE

THE PRESIDENT OF THE BOARD OF TRUSTEES

THE MAYOR OF THE CITY OF DURHAM

THE GOVERNOR OF THE COMMONWEALTH

THE REVEREND STONEWALL ANDERSON

FREDERICK WILLIAM HAMILTON, President of Tufts College

THE RETIRING PRESIDENT

HARRY PRATT JUDSON, President of the University of  
Chicago

THE PRESIDENT-ELECT







## THE INDUCTION



# THE EXERCISES OF INDUCTION

THE CRAVEN MEMORIAL HALL

## PROCESSIONAL HYMN

- 1 How firm a foundation, ye saints of the Lord,  
Is laid for your faith in His excellent Word!  
What more can He say than to you He hath said,  
Who unto the Saviour for refuge have fled?
- 2 "Fear not, I am with thee, oh, be not dismayed,  
For I am thy God, and will still give thee aid;  
I'll strengthen thee, help thee, and cause thee to stand,  
Upheld by My righteous, omnipotent hand.
- 3 "When through the deep waters I call thee to go,  
The rivers of sorrow shall not overflow;  
For I will be with thee, thy troubles to bless,  
And sanctify to thee thy deepest distress.
- 4 "When through fiery trials thy pathway shall lie,  
My grace, all-sufficient, shall be thy supply;  
The flame shall not hurt thee: I only design  
Thy dross to consume, and thy gold to refine.
- 5 "Even down to old age all My people shall prove  
My sovereign, eternal, unchangeable love;  
And when hoary hairs shall their temples adorn,  
Like lambs they shall still in My bosom be borne.
- 6 "The soul that on Jesus hath leaned for repose,  
I will not, I will not desert to his foes;  
That soul, though all hell should endeavor to shake,  
I'll never, no never, no never forsake!"

## INVOCATION

THE REVEREND STONEWALL ANDERSON, D.D.  
Corresponding Secretary of the Board of Education  
Methodist Episcopal Church, South

## THE INDUCTION AND THE PRESENTATION OF THE CHARTER AND SEAL

JOHN CARLISLE KILGO, A.M., D.D., LL.D.

The Retiring President, Bishop of the  
Methodist Episcopal Church, South

## THE ACCEPTANCE

THE PRESIDENT OF THE COLLEGE

## ADDRESSES OF CONGRATULATION

THE HONORABLE WILLIAM WALTON KITCHEN

The Governor of the Commonwealth  
in behalf of the State

HARRY PRATT JUDSON, A.M., LL.D.

The President of the University of Chicago  
in behalf of the Honorable Delegates

## THE INAUGURAL ADDRESS

PRESIDENT WILLIAM PRESTON FEW, PH.D.

## BENEDICTION

FREDERICK WILLIAM HAMILTON, D.D., LL.D.

The President of Tufts College

## MUSIC

## THE INVOCATION



## INVOCATION

THE REVEREND STONEWALL ANDERSON, D.D.  
Corresponding Secretary of the Board of Education  
The Methodist Episcopal Church, South

O God of our fathers, we praise Thee; we worship Thee. Infinitely worthy art Thou to receive our adoration. We depend upon Thee for all sustenance, both material and spiritual. Thou art the fountain of all power and knowledge and wisdom and righteousness and goodness in heaven and in earth. Out of the eternal stability and harmony of Thy life flow all law and all order in the vast domain which lives and moves and has its being in Thee.

"Behold the heaven and the heaven of the heavens cannot contain Thee." Thou art the God of all worlds and of all life, the contemporary of all time and of all eternity; still, Thou art very near unto us this day; in Thy Son we have come to know Thee as our Father-God, interested in our lives and in our labors. In Thy great Spirit Thou art in us to purify and to ennoble, the joy of our hearts and the inspiration of our achievements.

Through men whose lives were dominated by faith in Thee, Thou didst establish this institution of learning; hitherto it has been conducted by men who have ever relied upon Thee.

Cause this great assemblage to be profoundly conscious of Thy gracious presence, we implore Thee. Richly bless him who is this day inducted into the office of president of this college. Throughout his administration may he have illumination and wisdom and strength from Thee that he

may worthily discharge the responsible and delicate duties of this office. Do Thou continue to dwell in fulness of blessing in the lives of the instructors and students, trustees and benefactors, and friends and patrons of this institution; and may they give to the President effectual and hearty coöperation and support. Cause, Thou, the affairs of this seat of learning to continue to be so controlled and directed that it shall be more and more, as the years come and go, a potent agency in building wisely and well the Commonwealth and the Nation, the Church to which it belongs, and the Kingdom of Thy Son.

Forgive our offenses, receive our praise and worship, and grant our petitions, we ask in the name of Christ, our Lord. *Amen.*



THE INDUCTION AND THE PRESENTATION  
OF THE CHARTER AND SEAL







## THE INDUCTION AND THE PRESENTATION OF THE CHARTER AND SEAL

JOHN CARLISLE KILGO, A.M., D.D., LL.D.

The Retiring President, Bishop of the  
Methodist Episcopal Church, South

Both for personal and official reasons I count it a high honor to be the delegated representative of the Board of Trustees at this joyous instant of your inauguration into the presidency of Trinity College. I do not violate the proprieties of the occasion when I assure you, Sir, that your election to this office was wholly due to a well-founded faith in your personal character and your eminent fitness in every way to discharge the large and delicate duties that belong to it. You are no stranger to this college and it is no stranger to you. The fourteen years of wise, devoted, and efficient service you have given here have afforded you ample opportunity to learn the spirit and the aims of Trinity College, and fairness requires me to say that your labors have been one of the leading factors in its remarkable progress. Trustees, alumni, and its hosts of friends, scattered throughout the earth, with glad confidence, commit this day to your keeping and defense the virtue of their college and their Alma Mater, feeling well assured that you will do all within your power to promote its good and make it an everlasting source of light and benefit. It is evident that Trinity College is now entering upon the largest chapter in its history and that the Greater Trinity College will be the term by which your administration will be best distinguished and described.

But I heartily congratulate you upon coming into the possession of such a large organ through which to express your thought and faith, and such a great agency through which to serve your day and generation. In saying this I do not have in mind simply the material assets in grounds, buildings, endowment, and apparatus, all of which are absolutely necessary and, as you already well know, cry perpetually for enlargement, but I have in mind especially those immense assets you can never itemize on your stock accounts or value in the terms of the market.

You will find inspiration in the labors of the other generations of men who have wrought here and whose spirits seem to breathe in the life of the College. All the material resources here are the translations of faiths and loves and hopes, a mighty volume in which has been written the stories of the noblest impulses that stir the human heart. The voices of generous benefactors will always call to you, and the deeds of their unselfish hearts will always be before your eyes. As an illustration of immovable courage, untiring energy, unselfish devotion, patriotic faith, and a belief in mankind, the history of this college is unsurpassed if, indeed, it is not unrivaled among southern colleges. Every page of its record blazes with the glory of a faith that will hearten you for your responsible tasks.

Among the most valuable resources of Trinity College are great hosts of friends, composed of high-minded, patriotic, and progressive American citizens. They are devoted to this college, and their devotion through all the past years has been a tower of strength, even as an indestructible wall about it.

But, Sir, there is a Trinity family, and a great family it is. Year by year it increases. It has its sacred roll of noble sons who did grandly their work and died, but her highest hopes and proudest days are not in the cemetery. Her sons in every honorable walk of life, laboring as they are in all quarters of the globe, by their fidelity to

duty, allegiance to truth, and loyalty to all that is high, are adding new splendor to the name of Alma Mater. They love their college because they believe in it. Sacred to them as the virtues of their human mothers is the virtue of this college. They will keep a jealous watch over you as the guardian of their Alma Mater, and, Sir, they will be to you a right hand of power in all your labors for the good of Trinity College and the services it may tender state, nation, and church.

There is a spirit of unity and coöperation that pervades and rules the life of this college. Out of a good and somewhat vigorous experience I can speak on this matter with much certainty. The Board of Trustees, the members of your faculties, and your students will give you cordial and unstinted support, and you may trust them as the unvarying companions in a common labor.

However, there are limitations, though of truth and righteousness, and these do not restrain—they make free. The formulated doctrines and aims of Trinity College give unity and continuity to its history; so administrators may change, but the principles and purposes do not change. That you may be well advised of these things, I am commissioned by the Board of Trustees to present to you first the Charter of Trinity College. It bears the great seal of the Commonwealth and confers upon this college all its rights as an educational corporation. And by this act of the Legislature this college is in the truest sense a part of the State's system of education.

I also present to you the Seal of the College. The design is a simple design, but upon whatever document it is impressed it is a mark of dignity and a guaranty of honor and honorable dealings.

Lastly, I present you, Sir, a copy of the Constitution and By-Laws of Trinity College. By these you will be guided in administering the affairs of your office. In the first article is set forth in these clear and positive terms the

policy of the College: "The aims of Trinity College are to assert a faith in the union of knowledge and religion set forth in the character of Jesus Christ, the Son of God; to advance learning in all lines of truth; to defend scholarship against all false notions and ideals; to develop a Christian love of freedom and truth; to promote a sincere spirit of tolerance; to discourage all partisan and sectarian strife; and to render the largest permanent service to the individual, the state, the nation, and the church. Unto these ends shall the affairs of this college always be administered."

The Trustees having chosen you to the presidency of this college, I now by their orders invest you with all the dignity, privileges, and authority of the office and pray that Almighty God, the Father of our Lord Jesus Christ, may grant you wisdom, patience, courage, and strength to do all the things required of you.



## THE ACCEPTANCE



## THE ACCEPTANCE

WILLIAM PRESTON FEW, PH.D.  
The President of Trinity College

These symbols of the office which the Board through you has committed to me I accept in a full sense of the responsibilities. I will do my level best to keep the future worthy of the past and to make the College serviceable in all possible ways to the causes of men.



## ADDRESSES OF CONGRATULATION



## ADDRESS OF CONGRATULATION

HIS EXCELLENCY, WILLIAM WALTON KITCHIN  
The Governor of North Carolina

I am very, very glad to participate in the pleasure of this great occasion, which has brought together so many distinguished gentlemen from this and other states. The occasion is one of great importance in the history of the educational life of North Carolina. Our state, year after year, is placing a greater premium upon cultural progress. It is laying broad and deep the foundations of popular education. It has witnessed the completion of a public schoolhouse every day for the last seven years. The number of our sons and daughters who demand collegiate training is rapidly increasing and must continue to increase even more rapidly as material prosperity, on the farms, in the factories—among all classes of our people—increases in our state. There must be more and more young men who will desire higher learning. Trinity College has done much in the past, is doing much now, and will continue to do much in the future to supply this demand. Her sons are filling honorable and useful positions throughout the State. Two of them today represent this state in the United States Senate, and two of them are in the lower house of Congress. Ladies and gentlemen, the demand of our young men and young women for more thorough training and higher education must force all of our seats of learning rapidly to enlarge their capacity.

As Governor of North Carolina, I congratulate Trinity College on its new President. I congratulate him upon

the honorable, useful, and responsible position which he assumes. By training and ability, by character and culture, he is worthy of the trust which today rests upon his shoulders, and, in the name of the people of North Carolina, I extend him good cheer and hearty sympathy in his task. He now becomes the center of your college life. From him will radiate the ideals and aspirations in large part that will inspire those who kneel at Trinity's shrine. I count not only Trinity College but also North Carolina fortunate in the promotion of Dr. Few to this eminent position. Splendid buildings, full libraries, extensive laboratories, alone, can never impart the inspiration that leads to a better life and a useful manhood. The youth looks up and catches it from those who bear the principles and elements of good character and noble conduct in their own lives. The intellectual paragon may be neither just nor useful to his fellows—he may even be the curse of mankind. The learning that leads neither to justice nor to service to humanity is cruel, is heartless, and undesirable.

Ladies and gentlemen, fortunate it is for the young man or young woman of the South to sit at the feet of Christian culture, full of deep sympathy, broad humanity, and unwavering integrity.

Therefore, in the name of the State and its people, I again congratulate Trinity College upon securing such a competent successor to the talented, the magnetic, the eloquent Bishop Kilgo.



## ADDRESS OF CONGRATULATION

HARRY PRATT JUDSON, A.M., LL.D.  
The President of the University of Chicago

To share in the higher education is an honor and a privilege. To be intrusted with the executive direction of an institution devoted to that education involves also a heavy responsibility. The college has a unique function in our American life, infinitely potent for good certainly, and perhaps for ill. It means, we say, the dissemination of knowledge—the college is an institution of learning. Knowledge is a privilege, is a power, is a danger. It is indeed the key which unlocks the gates of good and evil. Every high civilization has been the fruitage of profound knowledge. All barbarism, all defective civilization, is the concomitant of ignorance. The increase of human knowledge, both in the acquirement of new truths and in their wide distribution, has brought new forms of comfort, of safety, of happiness. The mastery of new forms of truth has meant control of the forces of Nature by human will and for human use. It has also meant a better organization of society, protection for the weak, justice and security for all. Our enlightened age, we think, has remedied many evils. We know how to remove the causes. By intelligent sanitation we have made the Isthmus of Panama the salubrious home for toiling thousands. We can eliminate yellow fever and malaria and typhoid. Modern scientific medicine has displaced the blind dogmatism of the old practice and saves its tens of thousands where the old schools cured their hundreds. We have done away

with serfdom and with political autocracy. Republics in fact or in substance have displaced despotisms. Schools, colleges, hospitals abound. We care for the indigent, for the sick, for the insane, and we seek to open the blessings of education to all the community. Enlightenment, in other words, knowledge, has been everywhere at the root of this wonderful progress.

The theory that knowledge is the exclusive attribute of any artificial social class has everywhere broken down. There will always be enough of those who are ignorant. It will always be hard enough to keep the progress of the world in the lines of intelligence, and it needs a constant influx of cultivated brains for the adequate educated power. English aristocracy lives because of a constant transfer from nobility and commons and the reverse. The new creations pour into the nobility a tide of new blood. So the aristocracy of education is constantly reinforced by *novi homines*, the parvenus of culture, if you like, whose rugged strength supplies the loss of educated feebleness.

Perhaps not all the college-trained men reach the height of culture which rigorous study implies. The ages are not very unlike. Youth is about the same in all the generations and in all lands. Those who are willing to engage in severe mental toil have always been the remnant. The joys of life and the bliss of idleness have always had a charm for young sensibilities. Those who have become scholars, not merely by virtue of what they know, but because they understand and because they have learned to think consecutively, these are, and always will be, the minority. The masses in schools of all grades will always do the minimum of work and will seek the maximum of pleasure. The college may be a source of benefit to such. Surely it is if it gives some tincture of education of mind and if it successfully trains to a noble standard of conduct. But it is idle to expect that the lofty ideals of the scholar's life and attainments will be those which characterize the

great body of those who pass through college walls. The true test, then, of what the college does is in its production of a chosen few who will be the leaders of thought. The English idea of a pass and an honor course in a sort of way recognizes this diversity of result. The leaders of every age are the men who really create the age. The rough-hewn but powerful men who, with little schooling, yet give direction to social advance, are the outcome of temporary conditions. In an older civilization, like that of England and Germany, we find the university men, on the whole, in the seats of the mighty. As the ages pass and the turbulent waters of our new land settle into quiet, we may expect that here, too, the trained men will usually be in the places of authority.

Of late years there has been an increasing amount of criticism of our colleges, bearing both on their efficiency to do what they profess to do in their special work, and on the character of the young men who form the student-body. It is not my purpose at this time to consider how far these criticisms are well grounded. This only I beg to have you observe: the colleges are no isolated phenomenon, but are a part of society and may be expected fairly to reflect the general social conditions. The ideals, methods of life, and standards of judgment which pertain to society at large—these we must expect to find among the college students. On the whole they will differ little in their ethical standards from the average of men outside the college. They will seek the same sort of pleasures and will subject life as it passes to much the same sort of criticism. No college authorities can segregate their students from the world, even should it be a part of the world, a part of the world in the making, if you please, but still a part of the real world, not an abstract fraction shut in by library walls. College boys will be uniformly self-denying, high minded, industrious, when American society is characterized by self-restraint and simplicity of life.

But, in fact, our riotous material prosperity has got into the heads of modern society like a strong wine. Is there not too far an inversion of values in much of our present-day thinking? Is not the final test of the conduct of life too generally put in the attainment of happiness? Is not this the secret of a large part of the self-indulgence which is so freely charged to the colleges?

But the philosophy of happiness as the main end, a modern pseudo-epicureanism, is totally fallacious. Happiness as an immediate object of pursuit is the will-o'-the-wisp, it is the end of the rainbow—it is anything you please which signifies what crumbles in the grasp and vanishes away when seized. The true standard of life, then, is not the attainment of happiness, but obedience to duty and honor. This is always within the limits of the attainable. Happiness belongs to the realm of tomorrow. Duty is with us now, and honor is the breath in the nostrils with each heart-beat. Happiness may or may not come to one whose life is under the sway of a high sense of duty; whether indeed such a one attains happiness is a question wholly secondary. A sense of living an honorable life, if not itself happiness, is at least a good substitute for it. Life is worth living, with or without material success, if indeed it is a life of duty faithfully done. And the brightest promise in our modern age lies in those, within or without college walls, who grasp this conception of the main values of life and are seeking to render service rather than to grasp at gratification of the senses.

Here, then, lies the function of the college—to keep inflexibly true to the ideal of intellectual attainments as a worthy aim and to set self-restraint and honor above pleasure as a just standard of life. The college thus will do its part toward that revival of the fine spirit of chivalry, which is the salt that keeps sweet any society worth preserving at all.

I have been speaking, as becomes the occasion, of the

college, not of the university. The latter, if it is a cluster of colleges, as we often find, has at bottom this same fundamental aim. Quite commonly, to be sure, there is a second purpose in a university of this class, the fitting of the student for some specific function in life. But this adaptation, valuable as it is, by no means is adequate to the best social results unless the basic idea of college education is also preserved inviolate. The engineer is an important factor in economic progress; but the engineer who fails to realize acutely the honor of his profession, who for a moment consents to tarnish that honor by connivance with dishonest contractors, or who in any other way puts immediate personal profit above fidelity to professional ideals, is not better, but far more dangerous to the community by virtue of his technical education. The graduate of the law school also is fitted at much cost of time and money to enter on an honorable calling. The political organization of the state, and the rendering of justice between man and man, will always lie largely in the hands of the legal profession. The lawyer who scrupulously observes a lofty sense of duty to the public, rather than to a paying client, is of enormous value to the society of which he is a member. The legal shyster is an eruption on the body politic, an indication of poisoned blood—in short, a mere filth disease. So with all professions the trained professional man who is worth while keeps always in mind the best inspiration of a real chivalry—*noblesse oblige*.

The universities of the higher type, the ones which, like those of Germany and some in this country, have the graduate schools as their essence, are under somewhat different conditions. They take the college graduate, whose character should be formed already, and devote their energies to making him a specialist in some field of science. The problem is quite different, and must be approached in a quite different way. The university, as we are of late beginning to understand it, is one thing, the college another.

But the college has a vital function in all our states. As it performs that function well, the generation into whose hands the control of society will shortly pass can be trusted to make its day better and sounder and more replete with the things which make life worth living than has been any past age.

I congratulate this college, then, on its opportunity for a priceless service to North Carolina and to the South, and I congratulate the new President on the great trust which is placed in his hands.



## THE INAUGURAL ADDRESS





## THE INAUGURAL ADDRESS

WILLIAM PRESTON FEW, PH.D.  
The President of Trinity College

It would seem to be appropriate for me, on an occasion like this, to give as clearly as I can my conception of the place of the college in southern development, and, coming closer home, to say plainly what I think Trinity College should undertake to do. This last is the easier for the fact that I have, during the past fourteen years, sustained intimate relations to the administration of the College, and with that administration have been in complete accord. I find now that the way has been marked out by my predecessor and that the College has only to go on to the completion of the tasks it has already set before itself.

The structural break with the past caused by the Civil War and succeeding events has made difficult and important our political readjustment and the right mediation of the present between our past and our future. But apart from any considerations of history and without regard to any theory or school of politics it must be plain to us all that, in a democracy where everything is determined by majorities, every intelligent man should carefully inquire into the merits of all questions upon which he is to cast his ballot and should vote his matured convictions, rather than settle these questions as if they were matters of course, off-hand and in obedience to ancient sentiment. In the part of the South with which this college is immediately concerned, freedom of speech and freedom of action in politics are today complete. But here as everywhere else

in the country we need to intensify the sense of responsibility that is imposed by the right to vote upon every thoughtful and upright man. And here perhaps more than elsewhere in America we need the courage and moral energy which compel a man to speak the thoughts that are in him and, when the time comes, to stand up and be counted, whether girt by friend or foe. Just as for many years it has been teaching, Trinity College will continue, both by precept and example, to teach this sort of resolute doing of one's public duties.

Upon the college in the South rests the further duty of mediation between the religious conservatism of this region and the great intellectual ferment of the age. Again the problem is to keep the good that has come to us out of the past and adjust it to the conditions and needs of the present. The influential place which the church holds in the South I should like to see, not only abide, but grow and extend; for it is the business of the church to guide the spiritual forces that control the world. The southern college, if it be wise enough to understand its opportunity, will work in hearty coöperation with the churches. It will not seek to make friends with the churches for the purpose of using them as bill-boards on which to advertise its wares; it will not court their good-will in order to rally its constituency; but in all sincerity it will labor with them just to the end of strengthening and sweetening human life. The aim of Trinity College is stated by the words on its seal, "Religion and Education"; not two but one and inseparable: religion that comprehends the whole of life and education that seeks to liberate all the powers and develop all the capacities of our human nature.

One of our first tasks is the material uplifting of the section, the development of all kinds of business, the creation of wealth, and the building of vital forces of civilization. We are now in the midst of a great industrial awakening—even in the old business of agriculture a new day has arrived.

In solving the problems of the new industrialism education has a part to play; and I am not now thinking of industrial education. For while every individual ought to be trained with some reference to the kind of life he is going to live, yet I for one do not wish to see money-making set at the heart of the education of southern people. Greed is already perhaps our characteristic national vice, and it does not need the fostering of education. Southern people are poor and ought to be encouraged by every right method to get their share of the wealth and physical well-being that have been more widespread in other parts of America, but to educate a race of mere money-makers would hurry in an era of sordid materialism that would be a more deadening blight to right and worthy living than ignorance and poverty have been. Let us have wealth and the training of wealth-producers; but let us not give to industrial training an undue emphasis in the education of youth.

Of all the confusions and tragedies that followed the Civil War in the South, perhaps the most pathetic have been the chaotic educational conditions of the last half-century. There has been progress in the direction of a rational system of education, but we are not yet out of the wilderness. In all educational reform the college should furnish its full share of leadership. And this means that it must not be content to ride upon whatever may happen to be the popular wave, but it must resist fads and bad tendencies, as well as encourage and direct right tendencies. Trinity College will always throw itself unreservedly into the doing of the supreme duty of the hour. A while ago it was at any cost to break the shackles of politics and traditionalism. Today it is to put within reach of every child the opportunities of the elementary school, the grammar school, and the high school. This task is made extraordinarily difficult by the double system of education that must be maintained for the two races; and in this great task every bit of strength the State can command

from all sources for the next ten years should be concentrated. To consolidate all the forces in the State for this purpose and to utilize them so that the largest and most beneficent results may follow is a proposal that should command the heart and hope of all enlightened men and women.

I have sought to emphasize my belief that our colleges should give themselves to the doing of the hard tasks of society and that educated men should do their full stint of work. Attention ought also to be paid to the gentler side of southern civilization. The hospitality, the graciousness, the beauty and purity of the social life were the best characteristics of the old order. The grace and charm of our elders in their best estate have gone and have been succeeded by much that is crude and raw in our life. In the discipline and invigorating of mind, in the formation of tastes, and in the amendment of manners which come through the right kind of education will be found the surest nourishment for the poise and fineness of temper that make cultivated men and high-bred civilizations.

These are some of the ways in which a college may promote the interests of society if it is controlled by wide sympathies and a spirit of constructive helpfulness. It is not, however, among the direct aims of the college to educate publicists or ministers or skilled workmen or teachers, but to send out graduates who have been trained for efficiency and who are equipped with trustworthy character. The college that is doing most to produce these qualities of efficiency and character is rendering the largest service to the world. These are precisely the qualities that are needed in politics, in the church, in business, in education, and in society. Many lines of business and some other forms of endeavor in America have grown faster than men have been developed to manage them. And this failure of American civilization to develop an adequate supply of efficient and trustworthy men gives whatever of justification there may be for the belief held by a good many

foreigners and others that our form of government is breaking down at some points.

There is a feeling rather widespread, though I am not sure it is just, that the college of today does not make as surely for efficiency and character as did the college of other days. The college has certainly in some ways gained, and perhaps in others it has lost, ground. The old curriculum with its fixed studies and severe disciplines has been liberalized and enriched. American colleges have grown and have improved their facilities for education until, in the matter of educational opportunities, the best of them are perhaps unexcelled in the world. But it is becoming increasingly clear that it is not enough for the college to provide even the richest of opportunities for its students and then unconcernedly leave them to use or neglect the opportunities as they may see fit. Ways and means must be found to make education take effect. The educational appliances must somehow be brought into live connection with undergraduate callowness. There is a saying current in German universities that one-third fail, one-third go to the devil, but that the remaining third govern Europe. This survival represents too great a loss of human life. Freedom of opportunity must mean freedom to go to destruction, but in the case of college youth, freedom must be hedged about with restraints. The fine old phrase "cure of souls," if extended to include cure of minds and bodies, would define the function of the college.

The four years in college ought to be very happy years in every man's life—happy not because he spends them in idleness or luxury, but because they are years full of effort and achievement, of generous friendships and inspiring ideals, full of youth and hope. A normal man, if he once get a taste of it, enjoys vigorous work and wholesome living. The educational opportunities offered by the prosperous colleges of the East or the big state universities of the West are unquestionably far superior to the oppor-

tunities that can be offered by the struggling colleges of the South. But there are evils of prosperity as well as evils of adversity. And, despite all our limitations, it is probably no more difficult for us than for them to secure vigorous intellectual work and wholesome living; in fact, I am encouraged to believe that the conditions are ripe for the building of some great colleges in the South. But we shall have to profit by the experiences of colleges elsewhere—by their successes and by their failures. Especially must we learn how to bring the processes of education effectively to bear on a larger proportion of students. The growing importance that secondary concerns hold in the thought of undergraduates is more and more tending to obscure the true ends of a college course. If we will take command of the situation before the tyranny of public opinion is fastened upon us by students, young alumni, and communities taught to demand this sort of entertainment at the hands of colleges, then I believe it will be possible for us to shift the center of interest from athletics and other equally irrelevant undergraduate absorptions to the intellectual pursuits and wholesome recreations that are proper to college life. This shifting of the center of gravity will be helped by adequate regulation and due subordination of athletics; by demanding strict attendance upon college duties; by exacting a reasonable amount of intellectual work; and by enforcing rigorous standards of scholarship. In developing our colleges we have the chance to put upon self-cultivation and wholesome living an emphasis they do not now usually get in American colleges.

Our opportunity consists partly, too, in magnifying the office of the teacher. For its teachers the college needs men of ideas and power rather than experts in the several branches of learning. The almost exclusive use of scholarship tests in the selection of teachers is, in my judgment, one of the gravest defects in American colleges and even

in the greatest American universities. Scholarship enters essentially into the making of a good teacher, but so do also a genuine interest in young men and some gift for teaching. Graduate-school ideals have worked themselves down into the college to the serious detriment of the college. I have nothing but praise for the painstaking investigation and thoroughgoing honesty that belong to the best scholarship of our time. Unceasing search for truth is necessary to insure the continued progress of the race; and every wise man will keep a mind open toward truth in all its phases. I, of course, believe in perfect freedom to teach and freedom to learn. But I do not regard the speculative pursuit of new truth as the main end of college education. The search for truth is in itself profitable, but the search is most profitable when it results in finding truth and in making the widest applications of it to human life and human conduct. An undergraduate ought not to be ever learning and never able to come to the knowledge of the truth. The thin air of highly speculative knowledge cannot nourish hardy and robust manhood. Probably everybody knows truth enough to save his life if he would use what he knows. Some things, after all, are known, and there is no need for a man to stop and build his own bridge every time a bridged river crosses his path. If a perfect college curriculum could be framed, I believe it would insure to every student familiarity with the best that has been wrought out of the experience of the race and close contact with such studies as are fitted to produce in him "soberness, righteousness, and wisdom"; and then it would leave room for individual tastes and aptitudes.

To give the proper oversight to the studies of undergraduates is not enough; their living conditions, their conduct, and their habits must be looked after. The minds need rectifying, but just as often the lives need to be renovated. What profiteth it a man though he speak with the tongues of men and of angels and leave college

a dyspeptic; though he understand all knowledge and have the habit of spending money that does not belong to him, or be confirmed in any of the other fatal vices that beset college youth? Conduct, as Matthew Arnold has said, is more than three-fourths of life. If their work is to be of the highest value, colleges must find and control the motive-powers that lie at the basis of character. I admit it is hard to keep other things equal; but, other things being equal, the so-called small college, with its intimate contacts and direct methods, probably has the best chance to do the sort of teaching that forms as well as informs.

If the southern college is to be a leader for conservative progress in this generation, it must be given a free hand. To stand against reaction on the one side and radicalism on the other it needs a great deal of power. It must, by its organization, be safeguarded against the dangers of mob-opinion and the possibilities of inefficient control. To stand for correct ideals and even fight for them when necessary and at the same time to keep in sympathetic relations with the people whom it would serve is, perhaps, the most difficult problem that a southern college in our time has to solve.

Regard for the voices of political expediency and pliant opportunism has time and again proved disastrous to the southern states as it has often proved disastrous to other American states. Minds unpracticed in cogent thinking usually seek to catch the nearest way and follow the line of least resistance. The college that aspires to a place of leadership in the service of the republic must at times resist with all its power the mighty local influences that would sway it from its true course. To have faith in the future of America at all, or, for that matter, to contemplate human life with any degree of patience, one must believe that the people wish to do right and in the long run and in the main will do right; and more and more we are going to rely upon the people. But this does not mean



that they have the expert knowledge to manage a college any more than it means that they are competent to argue a point of law before the Supreme Court of the United States or to treat an acute case of pneumonia. The susceptibility of a pliable democracy to periodic attacks of national or sectional hysterics, the oft-used power of sensational newspapers and alarmist popular leaders to "insurrect the public mind" ought in the colleges always to find bulwarks against which they beat in vain. Only the college that is strong enough to survive these fearful testings can fulfill in our civilization the mission that great colleges should fulfill.

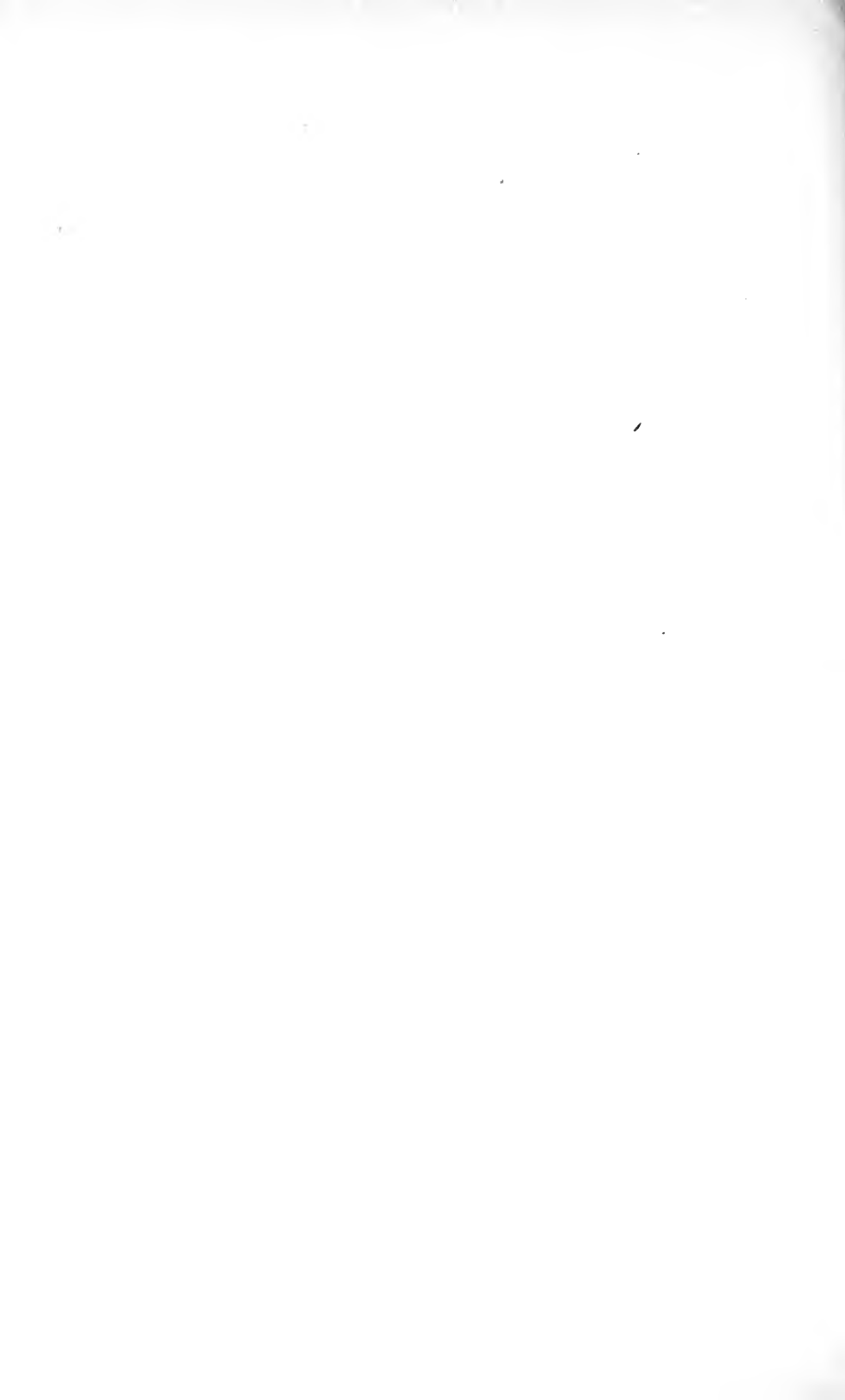
Such colleges must also occasionally rouse themselves to the still more ungracious task of resisting the imposition upon them from the outside of ideas that would hurt them. There are competent and conscientious educational experts in our time who seem to ignore the fact that a college must be in large part the product of development and not a forced growth; and that it should follow the lines of its own development and not be made to form itself on some wholly extraneous model. Forced conformity to types of organization that prevail elsewhere and are there regarded as ideal would unfit southern colleges for doing the very service to which they seem by circumstances to be ordained. Against this subtle danger I believe that Trinity College will set itself with all its might.

Another temptation from which our colleges should turn is the temptation to strive for bigness. The vicious doctrine of numbers has, I think, never been more overworked than in American institutions of education. The desire to be big rather than great is responsible for many of the evils from which American colleges are suffering today. Some of these evils are temporary and due to quick growth and inability of the colleges at once to adjust themselves to the new conditions. We at the South have not suffered from this cause, but we are in danger of delib-

erately taking over some of the evils from which circumstances have kept us free. One result of this over-anxiety for size and numbers is the ruinous tendency for colleges to be concerned primarily about their immediate interests—more students, bigger buildings, increased appropriations, larger gifts—rather than to serve, and when necessary even to suffer for, the great causes of mankind. This kind of striving must benumb the noblest aspirations and make impossible the truest success of colleges; for colleges, like men, are subject to the immutable law of greatness through service. The greatness of a college depends not upon the size of its plant or the number of its students, but upon the quality of the men who teach and the quality of the men who learn, upon its ideals and its influence.

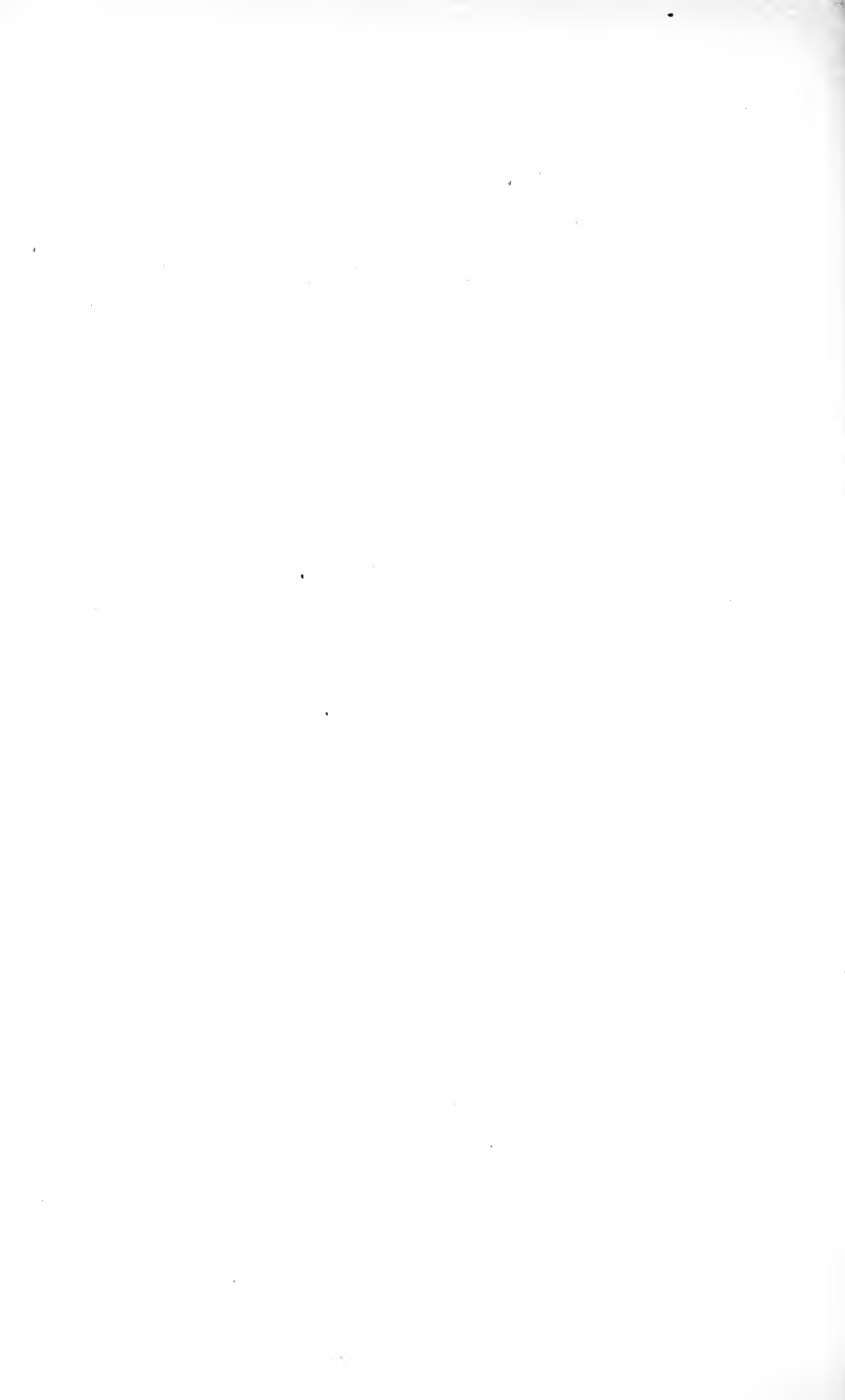
We here have no ambition to be miscalled a university; we are not even concerned that this shall be a “big” college; but we are immensely concerned that it shall be a shining place where high-minded youth may catch aspirations to true character and genuine excellence, and whence into this vast experiment in democratic government that is being tried out on the American continent, there shall go a long succession of men who have been trained to think straight and to think through to right conclusions, and who have been made strong by the power to know the truth and the will to live it.

## THE PRESENTATION OF DELEGATES



THE FORMAL PRESENTATION OF DELEGATES  
AND  
SPECIALLY INVITED GUESTS  
TO THE  
PRESIDENT OF THE COLLEGE  
THE RETIRING PRESIDENT OF THE COLLEGE  
THE GOVERNOR OF THE STATE OF NORTH  
CAROLINA  
AND  
THE COMMISSIONER OF EDUCATION OF THE  
UNITED STATES

THE WASHINGTON DUKE BUILDING, WEST WING  
12:30 P.M.



## ROLL CALL AND PRESENTATION OF DELEGATES AND SPECIALLY INVITED GUESTS

PROFESSOR FRANK CLYDE BROWN

I have the honor, Mr. President, to present to you and the distinguished gentlemen—John Carlisle Kilgo, the Retiring President, Bishop of the Methodist Episcopal Church, South, His Excellency, William Walton Kitchin, Governor of the State of North Carolina, the Honorable Elmer Ellsworth Brown, Commissioner of Education of the United States—who receive with you and thus honor this occasion so auspicious to you and the Institution which has this day been committed into your hands, these eminent scholars and educators who come as the representatives of many of the most splendid institutions in our nation.

[For the list of delegates and guests see p. 157]





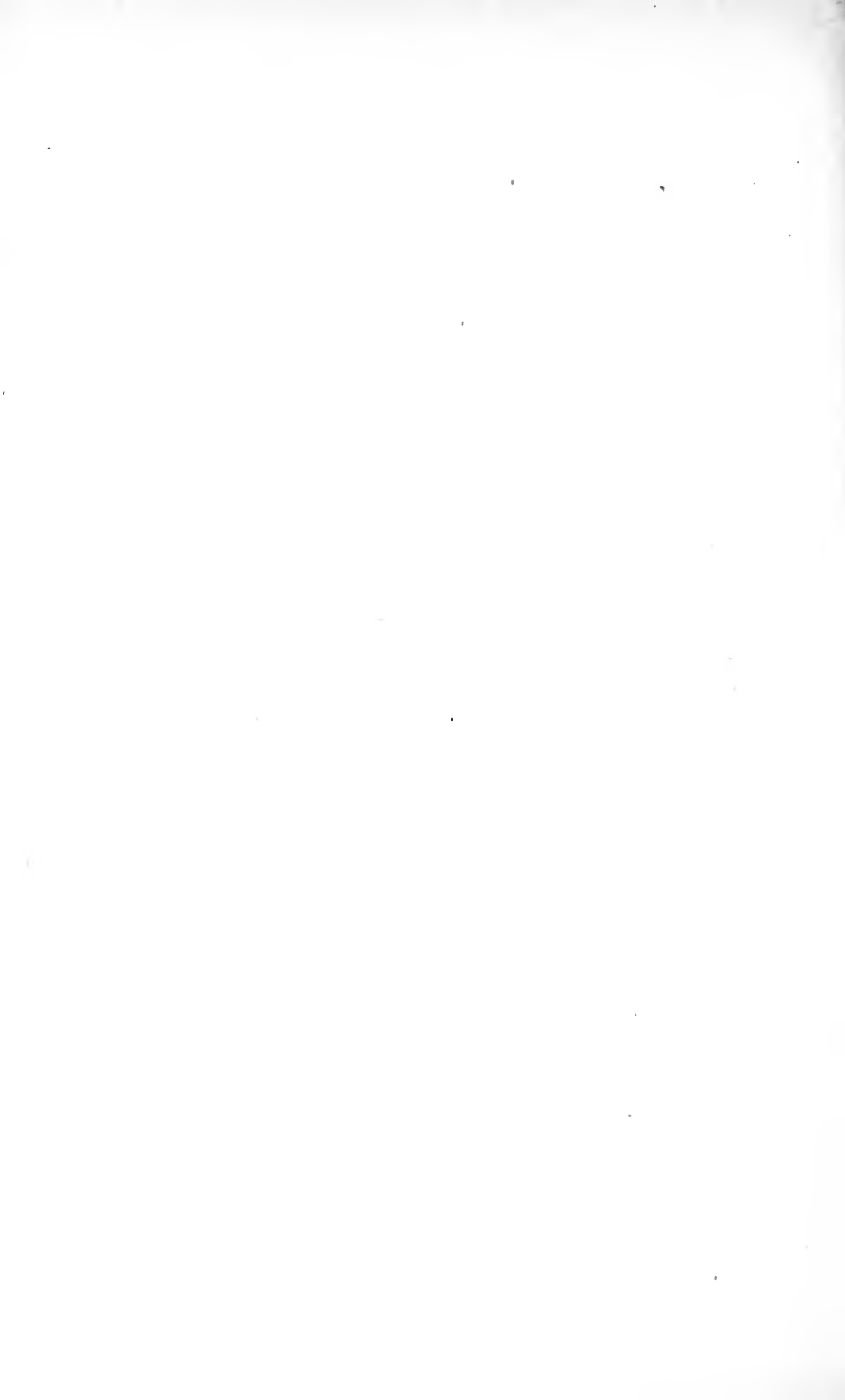
SPEECHES AT THE LUNCHEON



SPEECHES AT THE LUNCHEON TO DELEGATES,  
SPECIALLY INVITED GUESTS, MEMBERS OF  
THE BOARD OF TRUSTEES AND OF THE FACUL-  
TIES OF THE COLLEGE, AND THE ALUMNI

THE WASHINGTON DUKE BUILDING, WEST WING

1 P.M.



JAMES HAMPTON KIRKLAND  
CHANCELLOR OF VANDERBILT UNIVERSITY  
Toastmaster

In calling this assemblage to order, I find myself in a rather awkward position. I have been asked by the chairman of the Committee on Ceremonies and by the President of Trinity College to take the place which properly belongs to him at this banquet and to act as Master of Ceremonies.

This is the first mistake that the new President has made in his administration. (Laughter.) We trust, however, that, on account of his youth, his administration will not be wrecked by it.

I have accepted for several reasons: first, because I have never yet denied myself the pleasure of carving a turkey furnished by another, and, secondly, because I have been most closely, and I may say affectionately, related to Trinity College, to the new President and to the old President. I use that last adjective with all the meanings that properly attach to it. (Laughter.) I may say that I have the right to take liberties with one who was, in days long past, my own pupil. I do not claim that I taught him much, but that was my fault and not his. (Laughter.) However, the affectionate relations established between us then have continued even to this good hour in spite of the fact that, after my efforts to make him a bishop were successful, and he had been honored with the highest office of his church, the first thing he did was to bring suit to eject me from my position. (Laughter.) But even to that cruel thrust I make answer now in the words of the poet, "With all thy faults I love thee still." (Laughter.)

But if I may have the privilege of further remarks at this time, I desire to extend a hearty welcome to these, our guests, who have come to us from almost every state. We welcome you most heartily. 'The South may not be as solid now as it has been. (Laughter.) The returns from Tennessee, the great daughter of North Carolina—the state that I have the honor to represent—are such as to cause a little unhappiness to His Excellency, the Governor, who sits by my side. (Laughter.) But, at least, you will admit this, that when Tennessee goes Republican and Massachusetts goes Democratic, the people are beginning to think for themselves. (Laughter.)

But the South is solid in one thing—it is solid still in its feeling of hospitality and in the glad welcome that it offers to every visitor from every clime; so we greet these friends today with a glorious autumn day that has no equal in all the seasons. The colors of your colleges have been thrown over our trees—the glorious crimson of Harvard, the orange of Princeton, the gold of my own institution, and even though the blue of Yale is absent from the trees, it is not absent from the violets that spring under our feet and from the great dome that bends with a benediction above us. (Loud applause.) We welcome you to a great state, for this is indeed a great state. (Loud applause.)

His Excellency, the Governor, will allow me to quote a story that comes from his mansion, but from a predecessor of his—a story told by Governor Aycock, whose name is still pleasantly remembered by educational workers. (Applause.) Governor Aycock told me that on one occasion he pardoned a man out of the penitentiary on the condition that he leave North Carolina and never come back. The man left, and of course went to Texas. After a year he wrote a letter which read: "Dear Governor: I shall be at your office on or about the first of next month. You can do with me as you please, but I had rather stay

in the penitentiary in North Carolina than live anywhere else." (Laughter.)

We welcome you because we are engaged in great educational enterprises and need your counsel and your assistance. I am persuaded that there is no more significant educational movement now going on than the present high-school movement in the South. We are also doing a great work in strengthening our colleges. I will not say in building colleges, for we have reached the conclusion that we have colleges enough. In fact, some of us have felt very much like the old preacher who had carried on a revival in a church for some weeks. When asked as to results, he said he had mighty good results.

"How many accessions?"

"No accessions, but we got rid of five fellows." (Laughter.)

If our educational revival in the realm of higher education is even lessening the number of colleges, we may not grieve. We also recognize that some institutions in the South must be placed on a permanent basis with high standards and must measure up to the ideals so nobly expressed for us in the inaugural address today. (Applause.)

In calling on our distinguished guests, by common consent we turn to the representative of that institution whose primacy is universally acknowledged among us. Harvard College was established in pioneer days and in a village community. Born in primitive surroundings, it bore testimony even in its birth to the greatness of the ideal—to the supremacy of the spirit over the material. From that day to this, it has preserved the glorious traditions of the higher life. It has been the teacher of us all. It has furnished arguments for or against every line of educational policy adopted or rejected in this country. It has been an institution of great changes, it has been and is the home of freedom and of light. (Applause.)

It is, therefore, with peculiar pleasure and also with a due sense of the honor involved that I introduce President A. Lawrence Lowell, of Harvard University. (Loud applause.)



## PRESIDENT ABBOTT LAWRENCE LOWELL

*Chancellor Kirkland, Fellow Delegates, and Members of the Faculty of Trinity College:*

I am sorry that the new President should have begun his administration so soon with a second blunder. I am told that there are turkeys to be carved and that I am a turkey stuffed with chestnuts. (Laughter.) We heard a great deal this morning of congratulation to President Few on his inauguration, but after hearing his inaugural address any man would have felt like congratulating the College. (Applause.) I feel still more like congratulating him on the opportunity that lies before him. He has charge of the doors that stand at the threshold of life, and it is for him to open and shut those doors and direct the course of the young men who are passing through.

Our educational institutions in this country cover many fields. It is well that they do so. They are trying to do many things that must be done. We have professional schools of law, medicine, engineering, forestry, and every kind of thing that we can think of. That is the largest and most rapid development of the day, but there is something else besides; there is the college—the old-fashioned college which does not make men specialists, but which makes men citizens. (Applause.) I happen to have the privilege of being at the head of a university which has several professional schools, but has not for one moment swerved from the task of the college that breeds men, and I hope never for one moment will swerve from it.

You [President Few] said today that the object of a college was to teach efficiency, and I think you are per-

fectly right. There is another object which you touched on which seems to me to be greater still, and that is the "cure of souls." You know well that souls are not cured by a recipe like fish on the coast that I come from. The cure of souls is the greatest task that any man can set himself to do, and there is no place in the country where it can be done with the same lasting and permanent effect as in the college. You will, I know from your inaugural, do it.

Character is largely a matter of personal influence, and I feel sure you will get into close touch with, and live the life of, your students just as much as you possibly can until they feel that you are in the fullest sympathy with their thoughts and lives, because it is only in that way that the student can be brought to take a high moral view of things. You cannot, in this twentieth century, drive the students by regulation, but you can lead them through fire and water anywhere you chose to lead them. (Applause.) You cannot prescribe by regulations what they shall do. The thing a young man really wants is not self-indulgence; is not pleasure. It is to sacrifice himself for something worth the sacrifice, and that is one reason why athletic contests of the present day have such a hold on young men. They believe they can bring glory to the institution to which they belong, and they desire above everything to find means by which they can satisfy that craving. Suppose you should turn to young men and say: "There is a war going on, and there are two regiments to be enlisted, one to go to Fortress Monroe and live in luxury, and the other to go to the front and see service until its muscles ache, and the men are killed and suffer grievous wounds. In which regiment will you volunteer?" Not a single one would volunteer in the first, but every man would hold up his hand for the second. (Applause.) What we want to impress upon our young men is that scholarship is worthy of sacrifice. I don't mean they are to be among the great

scholars of the world—that is given to few; I refer to the training of their minds so that they can think straight and be worthy citizens. We want them to feel that this is a thing worth more than success on the ball-fields. The way to lead them is not to repress the things that they want to do, but to show them greater things.

But there is another point: colleges should make not only citizens, but citizens of the nation. One of the things that we wish to avoid above all things is localness in the college. All the colleges in this country are a fraternity, which knows no place, and which knows no differences to be compared in importance with the ties that bind together. At every college to which I have ever been I have felt at home. I have never gone to any college that I did not feel the spirit of unity among all the educational bodies of the land. No doubt politics tends to unite men from every section of the country, but there is nothing that does it in the ways that education does. There is no place where you feel the absolute unity of interest in national life so strongly as you do in our great educational institutions; and we must make our young men see that all activities of intellectual life, although apparently diverse, converge in fact at last in the national interest of our country. (Long applause.)

#### THE TOASTMASTER

College men throughout the whole country have been looking with the greatest possible interest to the issues of the election of last Tuesday in the state of New Jersey. They have felt almost a personal concern in this matter. That state has called to the leadership of one of the great parties a man whose life has been given to the study of statecraft and who gives promise of making a national leader for the Democratic party. I think, therefore, that college men everywhere have rejoiced exceedingly in

the election of President Woodrow Wilson as Governor of New Jersey. (Applause.)

But a President isn't everything to a college. (Laughter.) Presidents are made; great deans are born. I introduce, therefore, with special pleasure, Dean Andrew F. West, of Princeton, recognized by all Princeton men and college men as the great original of the college song, "For he's a jolly good fellow." (Applause.)

## DEAN ANDREW FLEMING WEST

It is with no small degree of diffidence that I venture to add a word or two, gentlemen, which I trust will not contribute to cast a gloom on this occasion. All Princeton men will appreciate the great compliment which you have done our distinguished President on account of his political success of yesterday. It is a tradition of Princeton that her sons should serve in public life.

But after all, I imagine you are not here for politics or even for religion. (Laughter.) And so it occurs to me to return to that famous dictum of John Stuart Mill, that the two most important concerns of human life are the ones upon which men seem to be the most divided: the question of politics and the question of religion. To these two great concerns it seems to me we might be disposed to add a third, education. And I hope the differences there are not so radical. And here let me say with the utmost sincerity that no business career, no political service, nothing else in this life seems to me more interesting, more noble, and more serviceable than the career of the educator, with the one exception, and the only exception, that of the Christian ministry. It does seem to me that a man who is an educator, though I hate to use that technical word, is an artist, superior even to the great painter or the great architect: he is dealing with more difficult material. He is attempting to produce or develop greater things in the human spirit, to lead it to intellectual and moral freedom. And when we remember that the teachers of the nation are not ordinarily receiving pecuniary rewards of an excessive amount (laughter), is it not at least gratifying

to think that they are members of a most worthy profession, that they are engaged in becoming artists, makers, fashioners of men? They are not making specialists, they are not making trained scholars; they are engaged in the supreme artistic effort of turning boys into men. Can there be a more arduous and splendid work than that?

It was with much satisfaction that I listened to the words of President Few this morning, with high appreciation of what he said and with deep sympathy. And if I may refer to President Lowell's remarks, may I go so far as to say that, while agreeing with practically all he said, I do not agree with his remark that you cannot drive young men. I think you can drive young men with ease and certainty in one direction—to the devil. (Laughter.) That is my exception, to which I am sure the distinguished President will not except. I have also listened to what Chancellor Kirkland has said and have no sympathy at all with what he said about me. (Laughter.) Well then, before closing these desultory remarks and disappearing as gracefully as I can (laughter), let me say just a word about the American college.

It has a glorious historical record; it has two foes. One is the self-seeking commercial spirit of the country and the other is the common weaknesses of young men. The first will be its eternal foe unless the college can so enlighten the commercial spirit of the country that it becomes instilled with something higher than the desire of mere "what pays" as the end of life. I believe the colleges can be made so interesting that the wealth of this country will be a friend, a helper, a maker of our higher spiritual development. On the other side, the side of tendency toward self-indulgence, this weakness both in young men and old men and all men is to be overcome in another way.

I don't know how it seems to you, gentlemen, but to my mind, the most regular verb in the whole grammar of knowledge is conjugated thus:

I don't like to work,  
You don't like to work,  
He don't like to work,  
We don't like to work,  
You don't like to work,  
They don't like to work. (Laughter.)

It isn't doing the thing because it is hard, it isn't doing the thing because it is unpleasant that has any virtue; but I believe it is in doing the thing we somehow know we ought to do at the time we don't want to do it that the highest power in any man is wakened and developed. There is a gymnastics of the mind, an intellectual athletics, and every time these mind-muscles are worked there is a new response and a new power. The greatest power comes from overcoming difficulties that ought to be overcome—these and no others.

The enthusiasm which President Lowell has said, and justly said, would show itself in college students who were given their choice between his two imagined regiments—the enthusiasm which we see in athletics—is the sort of power that is to be used to overcome self-indulgence. If we can once waken in young men the desire to overcome, to win in the athletics of the mind; if we can once turn into the field of study and self-discipline the enthusiasm which we find on every athletic field, the problem is solved, and the student will be on his way to the highest achievement. And when he succeeds in overcoming and mastering himself, he owns himself and will surely turn, day by day, effort by effort, going “from strength to strength” till he attains the true stature of his full manhood. (Applause.)

#### THE TOASTMASTER

We have with us today, gentlemen, a representative of the educational department of our national government. In every gathering of college men, there is a place at our

board for this representative. We look to the National Department of Education for assistance in many ways, and it is our duty to assist in building up this national department—in making it greater and more efficient, in securing larger resources for the splendid tasks that have been outlined for it. I am sure that we have always the sympathy and support of the United States Commissioner of Education, and I now have the pleasure of introducing the Honorable Elmer E. Brown. (Applause.)





## THE HONORABLE ELMER ELLSWORTH BROWN

I have been unusually moved by this gathering. In the past few years it has been my privilege to be at a number of university celebrations—the inauguration of new presidents and other occasions of similar character. I see about me other well-seasoned attendants upon such gatherings. I think they would all agree with me that we have been singularly moved by the impressive character of this occasion. (Applause).

I want to congratulate you at Trinity College upon your success in making the inauguration of your new president an event of so large significance. We have, all of us, I am sure, listened with unusual pleasure to the inaugural address that we have heard today—an address characterized by extraordinary frankness and insight. I congratulate the new President of this institution upon having made so notable a beginning. (Applause.) I have listened, as have others, with unusual interest again, to the words of the President of Harvard University, and with the sense that has been growing upon me for the past year, and I think has been growing upon others, that in its new president Harvard is making a strong claim, not only to scholastic leadership, but also to moral leadership as well in our affairs of the higher education. It is good to hear such words as those which we have heard from President Lowell this afternoon. So, gentlemen, it seems to me that the occasion is a notable one, not only in the history of your institution, but in the history of education in the South and in the whole country as well. We are, all of us, interested in this occasion, in that it signalizes

another step in the development of that higher education which makes for our national excellence and our national success, in the best use of the word "success."

I have been talking with your Governor here, trying to persuade him that I am correct in my interpretation that the South is today the center of the liveliest and most effective federalism that we have in this country. I notice that the Governor does not quite accept that view, but, when I reflect, it seems to me that he has said the same thing in other words, and in words much better than mine. We are all certainly interested in that kind of federalism or nationalism or patriotism, whatever it may be called, which is represented by the common spirit of education. I know of no place in the United States where I am more impressed with the fact that education is pushing to the front as the dominant interest of the several states than I am right here in the South. It is exhilarating to me to come into the South, because of the way this section is driving educational interests to the front—the interests upon which the hopes of the commonwealth in a peculiar way and measure depend. Now, whether we agree in calling the thing federalism or nationalism—old nationalism or new nationalism (laughter and applause)—whether we agree or not in what we call it, I think we realize this, that there are different ways of achieving the kind of unity that is best for our American life. At some points it is to be achieved by action of the Federal Government; at some points it is to be achieved by that new thing that we have discovered in recent years, the deliberate co-operation of the several states. That is one of the most significant things, if I am not mistaken, in the recent history of our national affairs. Again, we are interested in seeing unity achieved by a common, concerted action, springing from the common interest of those who are most deeply concerned with the things that make for the spiritual life of the nation. We have that interest represented in such a

gathering as this. As we go on, we shall come to a realization of the fact that upon our colleges rest, not only the responsibility that each bears toward its immediate constituency, the responsibility for teaching its matriculated students, but also the additional responsibility of doing its part as a member of that larger scholastic body, our united colleges, which share among them a large responsibility for our American civilization. This occasion brings us together and makes us feel that we are one in that we have a part in that great, common work. The sense of such a responsibility is indeed good for us all.

Before I sit down may I say just one word with reference to one of the questions that have been touched upon here from time to time—the question as to the function of the college as the promoter of liberal education, together with the question as to that other kind of education which may be called technical or special. As I see it, here is one of the most vital problems of our education at this present time. It is not a problem of special education, nor is it a problem of general education, but it is the problem of getting these two into right relations with each other. (Applause.) As I understand it, a liberally educated man is one who has learned so thoroughly how all human interests hang together that he can thereafter see his own interests only as related to general and permanent human interests. Over against this is technical education. It is an education from which a man learns to do something which most men cannot do, which, nevertheless, is needed by his fellow-men for the advancement of general and permanent human interests. If we, in our colleges and universities, can get beyond the point where we see these things as opposed to each other and arrive at a point where we shall see them as they are related to each other, one of the great problems of American education today will be solved. If we shall see these things in their relations one to the other and shall work out those relations in practical

affairs and in practical education, then I think we of this generation shall not have lived in vain. (Long applause.)

### THE TOASTMASTER

One of the most inspiring incidents of our American history has been the movement resulting in the settlement of the Northwest. For a century you may track this movement as the population from the eastern coast has moved westward, building up one great commonwealth after another and establishing American citizenship in one great stronghold after another. And it is very interesting and very striking that, hand in hand with all these enterprises and with the development of new commonwealths, has gone the establishment of institutions of learning—colleges and universities. In this northwest territory some new forms of educational effort command our attention. Great universities have brought to us new lessons in education and given us new illustrations of method. We are amazed at the progress these institutions have made for the past twenty-five years; at the large number of young men and young women that have crowded their halls and the great equipment and resources provided by the states themselves. We have listened with marked attention to the representatives of these institutions as they have told us of the part that these universities are playing in the service of their respective states. In this they have set us all a noble example.

I take great pleasure in introducing the representative of one of the greatest of these universities, Dean John F. Downey, of the University of Minnesota.

## DEAN JOHN F. DOWNEY

I bring you greetings from an institution in what we are wont to call "The Great Northwest." In one way it is quite fitting that I should be the bearer of these greetings. I have seen the institution grow from infancy to vigorous manhood—I am serving my thirty-first year with it—and while we have a faculty of more than three hundred and fifty people, only four of them were connected with it when I joined it. By this long service I am pretty closely identified with the institution and can fittingly be the bearer of its greetings to you. In another way I am not so fitting a bearer. In one respect, to say nothing of many other respects, my early education was neglected and, as a result, I have not contributed anything to the wealth of Durham. While, by the sign-boards all over the country, I am familiar with "Bull Durham," "Duke's Mixture," and other brands of Durham output, I have never bought any of them and, consequently, have not contributed to this source of your city's prosperity. I can make amends only by giving assurance that if, after all these years of neglected opportunity, I take up the habit in which so many seem to find solace and comfort and quiet joy, I shall use none but Durham brands. In any case, I shall continue to admire that statuesque Durham bull on the signboards that heralds to all the world "Bull Durham." With noble poise and head erect, his attitude is truly heroic, like that of Nelson on the shaft in Trafalgar Square or the statue of Admiral Blake in his native town in Devonshire. We have some fine Durham bulls at the farm of the College of Agriculture connected with the University.

Like myself they do not use tobacco in any form; but they have never entered any formal protest against advertising a good brand of it by one of their kind. If, to protect them from the rigors of our northern climate, it ever becomes necessary to put clothing on these bulls, I promise to see to it that they shall be clothed in overalls made of denim from the Erwin Mills at Durham. However, a delegate is selected with reference to his sympathy with the spirit and work of the institution to which he goes rather than to his being a connoisseur in the products of the chief industry of the city in which it may be located. Judging from what I knew of your institution before coming here, from the subjects offered in your curriculum, and from what I have seen and heard since coming, I find myself in complete sympathy with your work and your ideals.

I am gratified to find that the commercial or vocational mania has not seized you with the grip which it has laid on many institutions; that you believe in the pursuit of certain subjects for their own sakes—for their cultural and disciplinary value, without reference to their direct vocational applications; that whatever is to be one's vocation, if he have a good mind and any scholastic instincts, a broad, liberal education is quite worth while, not only as a foundation for professional or vocational training, but for broadening one's horizon, giving him high and worthy views of life and multiplying his sources of happiness; in short, that you believe in education as distinct from vocation.

Far be it from me to decry, in these days of specialization, most thorough training for a comparatively narrow field of activity. Trained specialists are those who achieve great successes. But that training is more readily secured and is more effective when preceded by a broad, general education, such as is afforded by your curriculum. If one has sufficiently tested his powers and learned his tastes to enable him to know, while pursuing this general course,

what his occupation is to be, it is well for him to elect such offered subjects as have a direct bearing upon, and give preparation for, that occupation: for example, mathematics, mechanics, and drawing for engineering or architecture; chemistry, animal biology, anatomy, and physiology for medicine; and similarly for other professions, but not to the exclusion of time-honored and time-tested subjects that do not have a direct bearing upon the chosen profession.

The trend for the last few years has been decidedly the other way. In too many cases, boys, while still in the high school or academy, who know not yet their capacities or their adaptabilities, are expected to decide what their vocation is to be and to select their course accordingly; and then, with the minimum of preparation permitted, enter upon their technical course. As a result they enter into practical life narrow, lop-sided, half-educated, few of them rising to distinction and all of them getting less out of life and contributing less to it than they would had they pursued a broader and more liberalizing course. The idea that one needs to know little outside of his profession or business is a very unworthy one. The man is not made for the vocation, but the vocation for the man. The man is primary; the vocation, secondary. The vocation should not be made an end, but a means to an end; and we should impress upon our youth that one is to be educated, not because he is to plead at the bar or practice medicine or preach sermons or build bridges, but because he is a man—to be educated into a nobler and more effective manhood.

Of course this tendency to omit the subjects which we are accustomed to regard as constituting a liberal education and taking the shortest cut to a profession or other vocation comes largely from the spirit of what we call a commercial age, by which we mean a money-getting age, with its doctrine that, whatever else suffers, one must prepare himself to be a money-getter. The doctrine that

every man should be a money-getter is good doctrine; but it need not be at the expense of those things that are of even more value than money.

Those who come to us to receive such training as will increase their money-getting power need not be discouraged by us; but they should be encouraged to aspire also after those things which money cannot buy—knowledge, discipline, culture, character. The mind of the honest German who was asked why he bought more land moved in a very small circle: said he, “I bought more land so I could raise more wheat.” “Why do you want to raise more wheat?” “So I can get more money.” “Why do you want to get more money?” “So I can buy more land.” “Why do you want to buy more land?” “So I can raise more wheat.” “Why do you want to raise more wheat?” “So I can get more money,” and so on in an endless circuit, always coming round to more money.

When there is a wrong trend on the part of the public in matters educational, it is clearly the duty of professional educators, like ourselves, to do what we can in the way of counteracting it. Many do; but many others, in case of the particular trend of which I am speaking, help it on all they can—some of them because they think a young man’s time too valuable to be wasted upon what they consider as non-essentials, but more of them because they like to be “on the band-wagon,” as we say in the slang phrase of politics, and like to be regarded as progressive. They wait until they see which way the procession is going. Look at that procession a little later. Who are those fellows at its head shouting so loudly and waving their banners so furiously? They are these same so-called educators, who wish to be regarded as progressives. We have a great deal of that to contend with in the West. It is bad enough that students, influenced by the spirit of the time, avoid, or take under protest, standard educational subjects with the remark that these subjects will be of no use to them;



but it is worse that professional educators, both in college and secondary school, keep pushing to replace these subjects with what they call "practical subjects," by which they mean vocational subjects. True, some of these subjects have considerable educational value; but more of them have little or none. I believe in trade-schools for those who wish to learn a trade and technical schools for the various professions; but education is one thing and a trade or profession is quite another, and a boy ought not to be deluded into the thought that, because he is learning to file a flat surface on a piece of iron or to judge the meat-or milk-value of a cow, that he is acquiring an education. These are valuable accomplishments for those who have occasion to use them and may be turned to money account; but they contribute very little toward a liberal education.

I am glad to find that this craze has not struck Trinity College and that it has not infected the minds of its patrons. I hope you will continue to send out from here young men and young women with the knowledge and discipline and culture that your courses are capable of giving. I congratulate you upon having inaugurated today a President whose administration promises much for Trinity College. We, too, are looking for a president to administer the affairs of our university. If we find one as well adapted to the place as President Few seems to be to Trinity, we shall count ourselves fortunate. In the meantime we congratulate ourselves that we still have with us that grand and capable man, President Cyrus Northrop, although he resigned a year and a half ago and is serving only until a suitable successor is found. When we inaugurate that successor, we shall hope that a delegate from Trinity College will bring to us Trinity's greetings and good wishes.

## THE TOASTMASTER

Dean Downey begs me to announce privately, what he felt a little delicacy in saying himself, that applicants for the presidency of the University of Minnesota may file their petitions with him before leaving.

I take the liberty of interrupting the regular program at this moment and feel that I am voicing the sentiment of all the delegates present when I insist on introducing at this time His Excellency, the Governor of North Carolina. (Applause.)

## GOVERNOR WILLIAM WALTON KITCHIN

I am really very greatly astonished at this call. I have been sitting here where I could see the list of those who were to speak, and my name was not on it. To my surprise some friend has sent up a card, requesting Chancellor Kirkland to call on me. It was against his wishes, and it is against mine. (Laughter.) Of course as I sat here listening to those eloquent and appropriate remarks, things have passed through my mind. When the Chancellor himself told the story about the North Carolinian who would rather be in the penitentiary in North Carolina than live free in Texas, I thought of what is perhaps a better story that was told by Senator Taylor in New York. When Senator Taylor was invited to make a speech before the Tennessee Society in New York some years ago, he told them he was worried almost to death in trying to settle upon something to discuss. He said he went to sleep the night before and dreamed he went to heaven. He got on the inside, he said, and an angel was showing him around. He saw people from New York, Massachusetts, North Carolina, Texas, and other states, and almost every friend he had ever known was there, except those from Tennessee. He said he kept wondering, "Where are the friends of my youth that I labored with during the War and afterward?" But he saw not one. Finally he asked his guide where the good men from Tennessee were, and the guide told him that he would show him after awhile. So he kept going around from one place to another along the golden streets, seeing his friends from every other state, and his heart grew heavy, and he was never so sad in his life—so sad that

after he woke he found his pillow wet with tears. After a while he made inquiry again about his friends from Tennessee, but the guide only answered as before. Finally he took him out to a very beautiful public square where he saw thousands of Tennesseans with chains around their ankles, and those chains fastened to stakes in the ground. The guard noticed that he was sad and said, "Taylor, that is the only way we can keep them here; otherwise they would all go right back to Tennessee." (Laughter.)

It is but fair to say, however, that that was before the recent election in Tennessee. (Laughter.)

As Dr. West was speaking about education, politics, and religion, and asserting that politics and religion are irreconcilable, it occurred to me that he was in error; that education, properly applied for a sufficient length of time, will harmonize the people in politics as well as religion; for, when I remember how the oldest university, and therefore the greatest, in this country has been educating the people of Massachusetts for more than two hundred and fifty years, and has made them better and wiser year after year, and when I recall how that great university in New Jersey has been educating the people year after year, and how Trinity College here in North Carolina has been educating them and making them better and wiser, and how all these states are now harmonious (long applause)—when I consider all this, I begin to think that Dr. West is mistaken, that we are all going to become better after a while. But out there in Tennessee education hasn't done its work properly yet. (Laughter.) There is still work to be done in Tennessee, and we shall have to let Trinity and Harvard and Princeton help her a little more before she gets right.

My friend on my left [Dr. Elmer E. Brown] spoke of the New Nationalism. He thinks we haven't many differences, not even enough to talk about or discuss; but I couldn't help thinking that in the only place where new nationalism has been tried lately, the people determined,

not to carry out the doctrines, but to throw them out, as the elections in New York amply show.

At the risk of being a little personal I am going to tell a story on President Lowell. It shows how accurate a man may become, how painstaking, how careful as to the smallest details; how he must be a great executive before he can hope to be the head of any of the great institutions of the land. I understand that Dr. Lowell took a trip out West last summer and that he got his brother, who lives in the West, to take charge of his home and keep his household in order during his absence. They say that although President Lowell before leaving wrote out a pretty full bill of instructions for him, when the President got out to Cleveland, Ohio, he telegraphed his brother, "I forgot the canary; find food in safe and please feed." When he got out to St. Paul he received this telegram: "The canary is again hungry; wire instructions." (Applause.) I do know that President Lowell keeps his household in order because I had the rare pleasure of sharing his hospitality last summer.

I feel, gentlemen, that I have done what I came here to do. I have a friend who sells soda fountains—I won't call his name, for several gentlemen in this audience know him. He had been loving a young lady, who is now his wife, for many years. He went to her home one day determined to ask her father for her, but, luckily for him, the old gentleman was absent. So, he went to the next town and wrote him a letter, in which he acquainted him with a few facts and circumstances that he already knew, and asked for the girl. Soon afterward he got a letter from the old gentleman, in which he said that he had no objection on earth to him as a man, but that he didn't like to see his daughter get married at all; that she was his only child, that he had a large home, and that he would consent to the marriage upon one condition only, and that was, that after the marriage they would make his home their home. The

young man went to the telegraph office and sent this telegram: "Letter received. Terms accepted." (Applause.) They say he has complied with the terms ever since. I feel that I, too, have complied with the terms which were tendered to me in the invitation.

I can't help again expressing my gratification at seeing here so many prominent educators from other states. The more you know of North Carolina, gentlemen, the better you will like the good old state, and we welcome you from the bottom of our hearts. This has been a great day for Trinity College and for the entire state. The best wishes of every North Carolinian will accompany you back to your homes. The rays of the sun never kissed a fairer land; the plowman never turned a kindlier sod; Columbia never knew a truer love, and the stranger never clasped a friendlier hand than Carolina's. (Long applause.)

#### THE TOASTMASTER

It will be agreed by all that the toastmaster made no mistake in calling on His Excellency the Governor, even without notice, and President Lowell and I are wondering what he would have done to us if he had had more time. (Applause.)

In speaking of North Carolina, I am reminded of a distinguished politician in this state who later went into political life in New York. He was bragging on North Carolina—on its achievements and its great material development and its resources, its cotton-mills, tobacco-factories, and so forth, and finally said: "If I could only be sure that I could come back a hundred years from now to see the Old North State and what it has done, I should die happy." His friend said, "Don't give yourself the least trouble about that; when you have been dead a hundred days, you will be glad to come back on any condition." (Laughter and applause.)

It is not a far cry from Minnesota to New Haven. The University of Minnesota and Old Yale have been closely connected during many years of history. If Harvard was founded as a reproduction in some sense of Oxford and Cambridge on this new soil, Yale was started as an American institution. Its first faculty were largely trained at Harvard. It had been from the beginning, in some respects, a typical American institution, representing American life, American energy, American aspirations, American vigor, and, in some respects, American self-satisfaction. You always know a Yale man wherever you meet him. A man was attending a great football game a few years ago when those games were played in New York. It was a game between Yale and Princeton. A stranger sitting by him was very enthusiastic over the game, and the friend who was rather sedate and not very well acquainted with athletic history and detail, said to him, "You are an alumnus of Yale?" The fellow stopped his yelling a minute and said: "It doesn't take a Sherlock Holmes to find that out."

I take great pleasure in introducing Dean Jones, as a representative of Yale University. (Applause.)





## DEAN FREDERICK SHEETZ JONES

It is an ill wind that blows nobody good. While Yale regrets that President Hadley's absence abroad on national business prevents his being here to represent the College at your gathering today, I may be pardoned if I indulge in secret satisfaction that it has resulted in my being permitted to take part in the festivities of this occasion. Nor is it altogether illogical that I should be here as a delegate, for while I have lived most of my life in the far North I am a southerner (by marriage), and I was born in that twilight zone between North and South which makes me, not exactly a son of either, but loyal to both, and the blood of southern ancestors tingled in my veins this afternoon as I heard the well-known strains of "Dixie."

It is with peculiar sympathy, then, that I bring to you the greetings of Yale on this occasion. A good deal of water has run under the bridge while we have been sitting here, and as I look up and down this table and see the many dignitaries of church and state, men prominent in education and philanthropy, I realize that there is a good deal of deep water still ahead of us for the afternoon, and I do not wish to obstruct navigation. If we multiply the whole number of delegates present by the average time that it takes each man to make a speech (including the time required for the Toastmaster to introduce him), it is found that it will require approximately eighteen and three-quarter hours to finish these exercises. In view of this fact I shall reduce my own remarks to a minimum.

No one can fail to be impressed and delighted with what has been seen and heard here today. In years gone by

there may have been some little rivalry affecting the relations which existed between the colleges of the country; that is a thing of the past, and it certainly augurs well for the cause of higher education in America that representatives of so many of our great institutions have gathered here to prove their deep interest in this college and to take part in the inauguration of her new president.

I beg to express the hope, Sir [addressing President Few], that your administration may carry out in detail the ideas contained in your admirable inaugural address delivered this morning. As I listened to it, it seemed to me that it was the address of an idealist. I believe it was. We are well convinced that your administration will be eminently successful. We have no fear as to the financial future of this institution; we have no fear as to its intellectual future, and I confidently hope that you may realize your own ideals, that you may do much more for the students of Trinity College than to teach them to be law-abiding citizens of North Carolina. May you be permitted to lead them into the high mountains, to touch their hearts and lives, that the young women of Trinity College may be women of sweeter charity and deeper sympathy, and the young men may be men of more devoted loyalty and more exalted patriotism because of your inspiring leadership.

#### THE TOASTMASTER

I had one or two other good stories, but, after the flattering reference to my remarks made by the Dean of Yale, I shall omit them.

We have in the South a good many institutions that we could name in line with the great institutions that have been represented this afternoon, but there is one whose progress we have watched with peculiar pride, one whose

work stands out with prominence and one whose great usefulness has been increasing year after year. Tulane University has received large endowments for medical education and for the education of women. It occupies in these two fields a distinct leadership among southern institutions. It has also largely developed its work for the technical training of the young men of the South. Tulane University may therefore very naturally look forward to a great career in coming years, and I take great pleasure in introducing its President, Dr. E. B. Craighead.



## PRESIDENT EDWIN BOONE CRAIGHEAD

In New Orleans there is a common belief that the value of a university president is in inverse ratio to his oratorical ability. If that be true, what shall we say of the Presidents of Vanderbilt, Harvard, Princeton, Yale, and others who have spoken so eloquently this afternoon!

If I may be permitted to use a word still heard in the best circles of New Orleans—a word, I am told, under ban here at Trinity—indeed in this home of intellectual liberty, no professor may use it without risking his official head—I am *charmed* to be here on this occasion. I was here sixteen years ago, having accepted an invitation to make your commencement address. I have never been invited to return. (Laughter.) I have, however, the consolation of knowing that some of you who made fine addresses on this occasion will likely wait a good deal longer than sixteen years for an opportunity to make another speech at Trinity. It may take a change of administration to bring you back, as it did in my case. As President Few is still a young man, we may reasonably expect the reign of Few to continue some twenty-five or thirty years at least.

What a change has come over Trinity in these sixteen years! It was in the early days of the administration of your predecessor that I visited this place. All the good people of this state and of Durham who had worked for this college were in despair, and Mr. Washington Duke, that grand old man of great heart (long applause)—that grand old man, I repeat, of great heart and of big brain, who might be called the father of the new Trinity, declared he was not going to give another cent to the College. All

your good people were wondering whether the long, lean, little preacher, who had just come here from South Carolina would be able to pull this institution out of the mire. I knew that he would succeed. I knew that he had the courage, the energy, enthusiasm, and devotion out of which great college presidents are made. His voice had already been heard in every part of South Carolina—at Charleston, at Columbia, and at Greenwood, in the backwoods of the hill-country, in the lowlands, where fevers seize the bodies of men and ignorance hangs like thick darkness over the minds of men. I knew that he would be able to build a college in the swamps, on the mountain-tops, or in this busy mart of trade. I know of no single educational work in the whole South that surpasses the work of your predecessor during the past sixteen years. He was not long here until Mr. Washington Duke was ready without asking to give to this college, and he gave to it liberally. His sons, in the spirit of their father, have continued the good work, and so have other people throughout the state of North Carolina.

I was much pleased with the great speech of President Judson, especially with what he had to say of educational ideals. Some colleges and some universities advertise the fact that the students who come to them are taught how to hustle and how to get on in the world, and especially how to succeed in politics. Some institutions turn out dreamy men, who do nothing in the world. But, according to President Judson's idea, a college should send out men trained for efficient service. There's a story told of a Harvard, a Yale, and a Princeton man. These three students had just gone aboard a ship, when an old lady came on deck. The Harvard man said, "Boys, someone should get a chair for the old lady." The Princeton man got the chair and placed it, and the Yale man took it. (Laughter.) Now gentlemen, I do not mean to intimate that this story sets forth the Yale ideal or the Harvard

ideal; but in this day of hustle, in this materialistic age, the college that keeps before the students the ideal of service to mankind is doing something worth while.

I think the South has contributed several educational ideals. In the first place, the idea of a great state university is a contribution of the South. I believe North Carolina had the first state university—or was it Georgia? Thomas Jefferson had the idea of a great state university. It was never fully realized in Virginia, but it has since blossomed out in full fruition in Minnesota, Wisconsin, California, and other states of the West. Johns Hopkins University, a southern institution, wrought a complete revolution in the university ideals of this country. President Gilman gathered around him a small faculty of the very best men he could find in this country and started the first real university in the United States—indeed Johns Hopkins is still revolutionizing the higher educational ideals of this country. We cannot speak too well of Johns Hopkins.

I trust that President Few will carry out his great plan and give us still another and a greater conception of the American college. I was glad to hear him say that the large institution is not necessarily the great institution, and that the small college may be a great college, for that is what we need to learn in the South. A college of 400 students may be far greater than the college of 5,000 students. I should like to see him do for college education what Johns Hopkins did for university education. I should like to see here at Trinity College a college not only as good as Amherst, Dartmouth, and Bowdoin, but the greatest college of this country. But more money will be needed. I should like to hear this college declare that no full professor shall receive less than \$5,000 a year—not enough to make him proud, but enough to enable him to live comfortably and to make it impossible for any other college or university to take this professor from you. This college,

with ten or twelve men receiving salaries from \$5,000 to \$10,000 a year, the very best teachers to be secured anywhere in this country, would bring about a complete revolution in American educational ideals. Such a conception of a college is contrary to the idea that vastness is greatness; but it is the true conception, and, after hearing your inspiring address, I think you are going to have at Trinity such a college as that, and in the very near future. (Applause.)

Now, gentlemen, I cannot invite you to New Orleans as my friend on the left [Dr. Downey] invited you to Minnesota, at least, I trust it will not be necessary for you to come there (laughter) to see the inauguration of a new president. But I am going to invite you to come to New Orleans, the logical point for the great Panama Exposition. (Applause.)

## THE TOASTMASTER

We have reached the conclusion of these very interesting exercises. You will pardon me if I relinquish my post as toastmaster for just a moment to speak one word as a representative of the visiting delegates and to express to our hosts, the faculty and trustees of Trinity College, the great satisfaction that we have derived from our experience today. This has been indeed a great day for all of us, as well as a great day for Trinity College. We came here with a full appreciation of the past history of this institution. We leave with a profounder respect for the College and for what it has done. We cherish the hope, which takes on an element of certainty, that the future of this institution will be all that its friends have expressed today as their desire for it. Our minds will turn to this campus in coming years. We shall watch with interest your constant progress. We shall rejoice in your success and



we shall be glad to extend a hand—a helping hand—in any great educational work that you may enter upon.

Our last word and the last lingering sentiment that we would express on this occasion is, God bless Trinity College and all the men into whose hands its high destinies are today committed!



## APPENDIX



**FORMS OF INVITATIONS, CIRCULARS,  
ANNOUNCEMENTS**



*[Reduced Facsimile of the Invitation to Other Institutions]*

TRINITY COLLEGE  
DURHAM, NORTH CAROLINA



The Inauguration of  
WILLIAM PRESTON FEW  
as President of the  
College



*Durham, North Carolina*

*October 1<sup>st</sup>, 1910*

SIR :

By direction of the Board of Trustees of Trinity College, I have the honor to inform you and other members of the Faculty of

that the inauguration of WILLIAM PRESTON FEW, PH.D., as President of Trinity College, will take place in Durham on Thursday, November tenth, in the Year of our Lord nineteen hundred and ten, and of Trinity College the fifty-second.



The Trustees request the presence of a delegate from your body on that occasion.

In case this invitation is accepted, they desire a reply before October twentieth, containing the name, title, and post-office address of the delegate selected. It should be sent to the SECRETARY TO THE CORPORATION, Trinity College, Durham, North Carolina.

I have the honor to be,

Sir,

Very respectfully yours,

*Secretary to the Corporation*

*To the*



[Reduced Facsimile of the Announcement of a Change of the Date]

THE INAUGURATION OF THE PRESIDENT OF TRINITY COLLEGE  
AT DURHAM, NOVEMBER 9, 1910



*By order of the Board of Trustees, I have the honor to inform the  
President and other members of the Faculty of*

*that the date of the inauguration of  
William Preston Few as President of Trinity College  
has been changed from Thursday, November tenth,  
to Wednesday, November ninth.*

SECRETARY TO THE CORPORATION





*The Trustees of Trinity College  
request the honor of your presence  
at the ceremonies attending the induction of  
William Preston Few, Ph. D.  
into the office of  
President of Trinity College  
at ten o'clock in the forenoon  
of Wednesday, November the ninth  
nineteen hundred and ten  
Durham, North Carolina*



[Facsimile of the Invitation to Alumni]

*The Trustees of Trinity College  
cordially invite you to be present  
at the inauguration of  
William Preston Few, Ph. D.  
as  
President of Trinity College  
in Durham  
Wednesday morning, November ninth  
at ten o'clock  
1910*





[Facsimile of the Invitation to the Delegates, Specially Invited Guests, and  
Members of the Board of Trustees]

*The President and Faculty of  
Trinity College  
request the presence of*

*at a luncheon in the  
Washington Duke Building, West Wing  
on Wednesday, November ninth  
at half-past one*



[Facsimile of Mr. and Mrs. Benjamin Newton Duke's Invitations which were sent to Delegates, Guests, Members of the Board of Trustees and of the Faculties, and the Alumni]



*Mr. and Mrs. Benjamin Newton Duke*  
*request the presence of*

*at a reception at their residence*  
*in Durham*

*Wednesday evening, November ninth*  
*at nine o'clock*

*1910*



*[Copy of the Invitation sent by Mrs. Stagg to the Ladies Accompanying the  
Delegates and Specially Invited Guests]*

*Mrs. James Edward Stagg  
requests the presence of*

*at a luncheon at Greystone  
in Durham*

*Wednesday afternoon, November ninth  
at half-past one*

*1910*



*[Circular Letter sent to Delegates, Specially Invited Guests, and Alumni]*

INAUGURATION OF WILLIAM PRESTON FEW, PH.D.,  
AS PRESIDENT OF TRINITY COLLEGE,  
NOVEMBER 9

TRINITY COLLEGE, DURHAM, N.C.

October 20, 1910

DEAR SIR: The Committee on Arrangements for the installation of the President of Trinity College, on November 9, begs leave to inform you that the program for the day, in outline, is as follows:

9:00 A.M.—The Registration of Delegates and Invited Guests will take place in the Washington Duke Building, West Wing.

9:30 A.M.—The Presentation of the Washington Duke Building, West Wing, will take place in the Auditorium of this building.

Immediately after this exercise, Delegates and Guests are requested to assemble promptly in the lower hall of the Washington Duke Building, West Wing, where they will form in procession and move to the Craven Memorial Hall.

10:00 A.M.—The formal Exercises of Installation will be held in the Craven Memorial Hall—the Introduction of the President, Congratulatory Addresses, and the President's Inaugural.

Immediately after these exercises, the Delegates from other Institutions will be formally presented in the Washington Duke Building, West Wing.

1:00 P.M.—A Luncheon will be served in the Washington Duke Building, West Wing, to the Delegates, Specially Invited Guests, Trustees, and Members of the Faculties.

9:00 P.M.—Reception to the Delegates and Specially Invited Guests at the residence of Mr. Benjamin N. Duke.

For the convenience of Delegates who wish to attend the meeting of the Association of American Universities, which meets at Charlottesville, Va., November 10, arrangements have been made with the Southern Railroad to run a special train to Greensboro, leaving Durham at 11 P.M. The Pullman cars will

be attached to the train which leaves Greensboro at 2:05 A.M. This arrangement will enable Delegates to reach Charlottesville, Va., at 7:30 A.M. Thursday morning, November 10.

FOR THE COMMITTEE ON ARRANGEMENTS

R. L. FLOWERS

*Secretary to the Corporation*



*[Second Circular Letter sent to Delegates and Guests]*

THE INAUGURATION OF WILLIAM PRESTON FEW,  
PH.D., AS PRESIDENT OF TRINITY COLLEGE,  
WEDNESDAY, NOVEMBER 9

TRINITY COLLEGE, DURHAM, N.C.

SPECIAL INFORMATION CONCERNING RAILROAD SCHEDULES

Durham may be reached by the Southern Railroad from Richmond, Va., and from Greensboro, N.C., and Goldsboro, N.C.; by the Norfolk & Western from Lynchburg, Va.; by the Seaboard Air Line from Henderson, N.C.; by the Durham and Southern, connecting with the Atlantic Coast Line at Dunn and with the Seaboard Air Line at Apex, N.C.

For the convenience of delegates and guests, many of whom will prefer to come over the Southern Railway via Greensboro, N.C., the following special arrangements have been made. A special train carrying a Pullman and a dining-car, which will serve breakfast between Greensboro and Durham, will leave Greensboro at 7:10 on the morning of November 9 and reach Durham at 8:55. This train will carry all delegates coming from the North and East on train No. 37 (Southern Railway), which leaves New York at 4:25 P.M., and Washington, D.C., at 10:45 P.M., Tuesday, November 8, and which reaches Greensboro, N.C., at 7:05 A.M., Wednesday, November 9. Delegates from the South and West may come on this same special train by leaving Atlanta on train No. 38 (Southern Railway), Tuesday, November 8, at 11 A.M. This train reaches Greensboro at 10:03 P.M. the same day.

Those who come by the way of Knoxville and Asheville may leave the former place on train No. 12 (Southern Railway), at 7:40 A.M., Tuesday, November 8, and the latter at 2:25 P.M.

This train reaches Salisbury, N.C., at 7:50 P.M., and connects with No. 38 from Atlanta.

For the convenience of delegates who wish to attend the meeting of the Association of American Universities at Charlottesville, Va., November 10, a special train carrying Pullman cars will leave Durham at 11:30 P.M., Wednesday, November 9. The Pullman cars on this train will be attached to No. 30, which leaves Greensboro at 2:05 A.M., Thursday, November 10, and arrives at Charlottesville at 7:20 A.M., Washington at 10:40 A.M., and New York at 5:00 P.M.

All those who wish to use either or both of these special trains will notify R. L. Flowers, Secretary to the Corporation, Trinity College, Durham, N.C., *not later than November 5*; those desiring to use the special train out of Durham on Wednesday night will please specify the *amount of space* they wish reserved. All those who will reach Durham on the regular trains will please inform the Secretary to the Corporation what time they expect to arrive.

[Circular Letter sent to Alumni]

INAUGURATION OF WILLIAM PRESTON FEW, PH.D.,  
AS PRESIDENT OF TRINITY COLLEGE,  
NOVEMBER 9

TRINITY COLLEGE, DURHAM, N.C.

October 21, 1910

DEAR SIR: The Inauguration of William Preston Few as President of Trinity College, will take place in Durham, Wednesday, November 9. The first exercise will be the Presentation of the new Washington Duke Building, West Wing. Immediately after this exercise, an academic procession will form and proceed to the Craven Memorial Hall, where the formal exercises of installation will be held; the charter and seal of the College will be presented to the President-elect by Bishop John C. Kilgo; congratulatory Addresses will be delivered by Governor William W. Kitchin, in behalf of the Commonwealth, and by Dr. Harry Pratt Judson, President of the University of Chicago, in behalf of the visiting delegates. After this, President Few will deliver his inaugural.

The President and Faculty will give a luncheon at 1:00 P.M. to Delegates, Specially Invited Guests, Trustees, and Alumni.

In the evening, a reception will be given by Mr. and Mrs. Benjamin N. Duke at their residence in Durham.

The representation from other institutions will be unusually large, and this occasion promises to be the most notable one of its kind ever held at a southern institution.

The Committee on Arrangements is exceedingly anxious that there should be a large number of the Alumni present. The Alumni are requested to join in the procession, and arrangements have been made by which academic costumes may be rented at the College. The Bachelor's gown and cap may be rented

for one dollar; the Master's gown, cap, and hood for three dollars and a half, and the Doctor's for five dollars. If you wish to secure a costume, please fill out the enclosed blank at once and return it to Dr. F. C. Brown, Trinity College, Durham, N.C., not later than October 27, and he will take pleasure in sending in the order.

Since admission to all functions, excepting the exercises in Craven Memorial Hall, will be by ticket only, the Alumni are *urgently* requested to notify me not later than October 27 in order that tickets may be provided for them.

Very truly yours,

R. L. FLOWERS

*Secretary to the Corporation*

[Private Mailing Card sent to Delegates]

TRINITY COLLEGE  
DURHAM  
NORTH CAROLINA

Dear Sir:

Please fill in the blanks on  
the other side of this card and  
mail to me at your earliest  
convenience.

Thanking you in advance, I am,  
Very sincerely,

(OVER)

*Institution Represented* \_\_\_\_\_

*When Founded* \_\_\_\_\_

*Full Name of Delegate* \_\_\_\_\_

*Degrees* \_\_\_\_\_

*Official Position* \_\_\_\_\_

*Name of Institution with Which Delegate is Connected* \_\_\_\_\_

\_\_\_\_\_



[*Private Mailing Card sent to Alumni and Others*]

## ORDER FOR ACADEMIC COSTUME

*Name* \_\_\_\_\_

*Degree* \_\_\_\_\_ *Institution* \_\_\_\_\_

*Size of Coat* \_\_\_\_\_ *Size of Hat* \_\_\_\_\_ *Height* \_\_\_\_\_

*Weight* \_\_\_\_\_ *Erect or stooping figure* \_\_\_\_\_

Special arrangements have been made with the firm supplying these costumes so that they may be rented for this occasion at a very low rate:

Bachelor's Cap and Gown	.	.	\$1.00
Master's Cap, Gown, and Hood	.	.	\$3.50
Doctor's Cap, Gown, and Hood	.	.	\$5.00

All who desire Academic costumes supplied them should notify the Secretary to the Corporation not later than *October twenty-seventh*.





[*Reduced Copy of the Program*]

TRINITY COLLEGE



ORDER OF EXERCISES  
FOR THE INDUCTION OF  
WILLIAM PRESTON FEW, PH.D.  
INTO THE OFFICE OF  
PRESIDENT

NOVEMBER NINTH  
MDCCCCX

Academic Costume

*Delegates, Specially Invited Guests, Members of the Board of Trustees and of the Faculties will wear Academic Costume at the Inaugural Ceremonies on Wednesday Morning; on all other occasions, the ordinary afternoon or evening dress appropriate to the hour.*

# I

THE WASHINGTON DUKE BUILDING, WEST WING

## Enrolment of Delegates and Guests

9:00—9:30 A.M.

# II

THE WASHINGTON DUKE BUILDING, WEST WING

## Presentation Exercises

9:30—10:00 A.M.

## Presentation

BENJAMIN NEWTON DUKE

## Acceptance

JAMES HAYWOOD SOUTHGATE

*The President of the Board of Trustees*

*After the Presentation Exercises, the Honorable Delegates, Specially Invited Guests, Members of the Board of Trustees and of the Faculties will form in procession and move to the Craven Memorial Hall*

## ORDER OF THE PROCESSION

CHIEF MARSHAL

AIDS

I

AIDS

*The PROFESSORS OF THE COLLEGE*

*The PROFESSORS IN THE SCHOOL OF LAW*

*The ASSISTANT PROFESSORS OF THE COLLEGE*

*The Other Members of the Faculties of the College*

*The Alumni of the College in Order of Their Classes*

# II

THE COLLEGE MARSHAL

*The DELEGATES FROM OTHER INSTITUTIONS*

*The SPECIALLY INVITED GUESTS*

### III

#### AIDS

*The MEMBERS OF THE BOARD OF TRUSTEES*  
*The BURSAR, Bearing the Keys*  
*The LIBRARIAN, Bearing the Charter*  
*The SECRETARY TO THE CORPORATION, Bearing the Seal*  
*The DEAN OF THE FACULTY OF LAW*  
*The DEAN OF THE COLLEGE*  
*The PRESIDENT OF THE BOARD OF TRUSTEES*  
*The MAYOR OF THE CITY OF DURHAM*  
*The GOVERNOR OF THE COMMONWEALTH*  
*The Reverend STONEWALL ANDERSON*  
FREDERICK WILLIAM HAMILTON  
*President of Tufts College*  
*The RETIRING PRESIDENT*  
HARRY PRATT JUDSON  
*President of the University of Chicago*  
*The PRESIDENT-ELECT*

### III

#### THE CRAVEN MEMORIAL HALL

#### The Exercises of Induction

#### *Music*

#### Processional Hymn

*It is requested that the audience stand during the singing of the hymn*

- 1 How firm a foundation, ye saints of the Lord,  
Is laid for your faith in His excellent Word!  
What more can He say than to you He hath said,  
Who unto the Saviour for refuge have fled?
- 2 "Fear not, I am with thee, oh, be not dismayed,  
For I am thy God, and will still give thee aid;  
I'll strengthen thee, help thee, and cause thee to stand,  
Upheld by My righteous, omnipotent hand.
- 3 "When through the deep waters I call thee to go,  
The rivers of sorrow shall not overflow;  
For I will be with thee, thy troubles to bless,  
And sanctify to thee thy deepest distress.

- 4 "When through fiery trials thy pathway shall lie,  
My grace, all-sufficient, shall be thy supply;  
The flame shall not hurt thee: I only design  
Thy dross to consume, and thy gold to refine.
- 5 "Even down to old age all My people shall prove  
My sovereign, eternal, unchangeable love;  
And when hoary hairs shall their temples adorn,  
Like lambs they shall still in My bosom be borne.
- 6 "The soul that on Jesus hath leaned for repose,  
I will not, I will not desert to his foes;  
That soul, though all hell should endeavor to shake,  
I'll never, no never, no never forsake!"

### Invocation

*The Reverend* STONEWALL ANDERSON, D.D.,  
*Corresponding Secretary of the Board of Education,*  
*Methodist Episcopal Church, South*

### The Induction and the Presentation of the Charter and Seal

JOHN CARLISLE KILGO, A.M., D.D., LL.D.,  
*The Retiring President, Bishop of the*  
*Methodist Episcopal Church, South*

### The Acceptance

*The* PRESIDENT OF THE COLLEGE

### Addresses of Congratulation

*The Honorable* WILLIAM WALTON KITCHIN,  
*The Governor of the Commonwealth,*  
in behalf of the State

HARRY PRATT JUDSON, A.M., LL.D.,  
*The President of the University of Chicago,*  
in behalf of the HONORABLE DELEGATES

### The Inaugural Address

*President* WILLIAM PRESTON FEW, PH.D.

## Benediction

FREDERICK WILLIAM HAMILTON, D.D., LL.D.,  
*The President of Tufts College*

## Music

*It is requested that the audience remain standing while the procession is leaving the Hall*

## IV

THE WASHINGTON DUKE BUILDING, WEST WING

Presentation of the Honorable Delegates  
in the Order of the Foundation of their Institutions

12:30—1:00 P.M.

## V

THE WASHINGTON DUKE BUILDING, WEST WING

## Luncheon

1:00 P.M.

*Presiding Officer,*

JAMES HAMPTON KIRKLAND, PH.D., LL.D.,  
*The Chancellor of Vanderbilt University*

*The seats for Delegates, Guests, and Trustees will be indicated by cards placed on the tables*

## VI

THE RESIDENCE OF MR. JAMES EDWARD STAGG

## Luncheon

1:00 P.M.

*Mrs. JAMES EDWARD STAGG*

*will give a Luncheon to the Ladies accompanying the Delegates*

## VII

THE RESIDENCE OF MR. BENJAMIN NEWTON DUKE

## Reception

9:00—11:00 P.M.

*Mr. and Mrs. BENJAMIN NEWTON DUKE*

*will receive the Delegates,*

*Specially Invited Guests, Members of the Board of Trustees  
and of the Faculties of the College*



*[Copy of Folder which was presented to Delegates and Guests on their arrival in Durham]*

## THE INAUGURATION OF WILLIAM PRESTON FEW, PH.D., AS PRESIDENT OF TRINITY COLLEGE

WEDNESDAY, NOVEMBER 9



TRINITY COLLEGE, DURHAM, N.C.

### INFORMATION FOR DELEGATES AND GUESTS

1. Delegates and Guests will please enrol their names in the Washington Duke Building, West Wing (in the room marked "Enrolment"), and don the academic costume (in the Dressing-Room for Delegates) between 9:00 and 9:30, in preparation for the Presentation of the Building at 9:30.

2. At 9:30 all Delegates and Guests will congregate in the Assembly-Room (second floor of the same building) for the Presentation Exercises of the Washington Duke Building, West Wing.

3. At 10:00 o'clock, as the names of Delegates and Guests are called, they will please form in the line of procession, which will move to the Craven Memorial Hall.

4. After the exercises in the Craven Memorial Hall all Delegates and Guests are requested to take their places in the procession at the direction of the marshals and return to the Washington Duke Building, West Wing, where the Presentation of Delegates will be held.

5. At 12:30, in the Assembly-Room of the Duke Building, the Delegates will be presented, in full academic costume, to

the President of the College, the Governor of the Commonwealth, the retiring President, the Commissioner of Education of the United States. After he is presented, each delegate will take position in the receiving line.

6. Immediately after the Presentation of the Delegates, all Delegates and Guests are requested to assemble, by direction of the marshals, for a photograph.

7. After the taking of the photograph, Delegates and Guests may leave their costumes in the Dressing-Room for Delegates. Here they will be wrapped and delivered to the owners after the Luncheon.

8. After the Luncheon, all Delegates who desire to make the trip will be conveyed in automobiles to the Watts Hospital and to some of the factories and other points of interest in the City.

9. When the trip over parts of the City has been finished, Delegates and Guests will be taken to the homes of those who will entertain them during their stay in the City.

will be entertained at the home of

10. At 9:00 P.M. all Delegates and Guests are invited to the Reception at the residence of Mr. and Mrs. Benjamin Newton Duke on Chapel Hill Street.

11. The special train will leave for Greensboro at 11:30 P.M. Delegates and Guests who desire to take this train should leave orders at the Bureau of Information for what space they desire; otherwise, room cannot be guaranteed. Since many will find it necessary to go directly from the Reception to the train, they should arrange to have baggage sent to the special Pullman before they go to the Reception. If orders are left at the Bureau of Information, the Committee on Arrangements will have baggage transferred.

NOTE.—Any Delegate or Guest who has not tickets for the Presentation of the Building, the Presentation of Delegates, or the Luncheon, will please call at the Bureau of Information.

Academic costume will be worn on all the above occasions, except the Luncheon and the Reception. *Caps should be removed as Delegates are seated*, except at the Presentation of Delegates, *when they should not be removed at all.*



[Copy of Folder which was presented to Alumni on their arrival in Durham]

## THE INAUGURATION OF WILLIAM PRESTON FEW, PH.D., AS PRESIDENT OF TRINITY COLLEGE

WEDNESDAY, NOVEMBER 9



TRINITY COLLEGE, DURHAM, N.C.

### INFORMATION FOR ALUMNI

1. Alumni will call at the Bureau of Information for tickets for the Presentation of the Washington Duke Building, West Wing, and the Presentation of Delegates, before 9:30 Wednesday morning.

2. Alumni will please get costumes, in the room marked "Costumes," before 9:30 Wednesday morning; they will don the costumes before going into the Assembly-Room to the exercises at 9:30.

3. At 9:30 all Alumni are invited to be present at the Presentation of the Washington Duke Building. *Admission by ticket.*

4. After the Presentation of the Building, the Alumni, in full academic costume, will form in the line of procession immediately behind the members of the Faculties of the College and move to the Craven Memorial Hall.

5. The Alumni will take seats in the Craven Memorial Hall immediately in front of the members of the Faculties of the College.

6. After the exercises in the Craven Memorial Hall the Alumni will form in line of procession immediately behind the members of the Faculties, and return in this order to the Wash-

ington Duke Building, where the Presentation of Delegates will be held.

7. At 12:30 all Alumni are invited to be present in the Assembly-Room of the Washington Duke Building at the Presentation of Delegates. *Admission by ticket.*

8. Luncheon at 1:00 P.M.

9. At 9:00 P.M. all Alumni are invited to attend the Reception at the residence of Mr. and Mrs. Benjamin Newton Duke on Chapel Hill Street.

NOTE.—Alumni will wear full academic costumes at all of the above occasions, except the Luncheon and Reception. *Caps should not be removed until wearers take their seats.*

[Copy of Circular sent to Members of the Faculties]

## THE INAUGURATION OF WILLIAM PRESTON FEW, PH.D., AS PRESIDENT OF TRINITY COLLEGE

WEDNESDAY, NOVEMBER 9

### INFORMATION FOR MEMBERS OF THE FACULTIES

1. Members of the Faculties will be present, in full academic costume, in the Assembly-Room of the Washington Duke Building, West Wing, on Wednesday by 9:15 A.M.

2. After the Presentation Exercises, members of the Faculties will form in the line of procession in the order indicated on the program.

3. In the Craven Memorial Hall Members of the Faculties will occupy the rear rows of seats in the section reserved for the Trustees, Alumni, and members of the Faculties. *Follow the marshals.*

4. After the exercises in the Craven Memorial Hall members of the Faculties will lead the procession out of the Hall. Those on the last row of seats will advance immediately after the benediction shall have been pronounced.

5. On returning to the Washington Duke Building, West Wing, members of the Faculties will congregate in the Assembly-Room for the Presentation of Delegates.

6. Members of the Faculties are expected to be present at the Luncheon and at the Reception at the residence of Mr. and Mrs. Benjamin Newton Duke.

7. Costumes should be worn at all of the exercises excepting, of course, the Luncheon and the Reception. *Caps should not be removed until the wearers are seated.*

NOTE.—The families of members of the Faculties are invited to be present at the Presentation of the Building at 9:30 and at the Presentation of Delegates at 12:30. Tickets may be obtained at the Bureau of Information.



[Circular sent to Marshals]

INAUGURATION OF WILLIAM PRESTON FEW, PH.D.,  
AS PRESIDENT OF TRINITY COLLEGE

WEDNESDAY, NOVEMBER 9

INSTRUCTIONS TO THE MARSHALS

1. Be present at the new building by 8:30 A.M.

2. The head marshal will see that three marshals are in the Dressing-Room for Delegates from 9:00 to 9:30. These marshals will assist Delegates and Guests in hanging their hats and coats on proper hooks, which have been alphabetically arranged, and in putting on their costumes.

The head marshal will also see that there are three marshals in the Dressing-Room for Alumni and Trustees from 9:00 to 9:30.

The head marshal will station three marshals at the entrance to the Building to direct Delegates and guests to proper rooms and to lend any other assistance that they may be able to give.

3. All marshals will assist, at 9:30, in seating Delegates and others at the exercises incident to the Presentation of the Washington Duke Building.

4. All marshals will assist in the proper placing, at 10:00 o'clock, of Delegates in the line of procession—they will escort them to the proper places; they will then take their own places in the line of procession.

5. All marshals will see that members of the Faculties, the Trustees, and others are seated in their proper sections in the Craven Memorial Hall.

6. The marshals will take places inside the Assembly-Room near the doors and escort all Delegates to the receiving line when they are presented.

7. The marshals will assist in arranging Delegates, after the Presentation of Delegates, for the photograph.

8. The marshals will escort the Delegates to the Dressing-Room for Delegates and then conduct them to the dining-room for luncheon.

9. Three marshals will remain near the door during the Luncheon; the others, by direction of the head marshal, will arrange automobiles alphabetically in line.

10. After the Luncheon, the head marshal will report the names of cars, and the marshals will assist in placing the Delegates and Guests in the cars.

[*Tickets of Admission*]

The Inauguration of William Preston Hew, Ph.D.  
as President of Trinity College  
Durham, North Carolina  
Wednesday, November ninth, nineteen ten

---

THE WASHINGTON DUKE BUILDING, WEST WING  
THE PRESENTATION OF THE BUILDING  
WEDNESDAY MORNING, NOVEMBER NINTH  
AT HALF-PAST NINE

Admit One

The Inauguration of William Preston Hew, Ph.D.  
as President of Trinity College  
Durham, North Carolina  
Wednesday, November ninth, nineteen ten

---

THE WASHINGTON DUKE BUILDING, WEST WING  
THE PRESENTATION OF THE HONORED DELEGATES  
WEDNESDAY, NOVEMBER NINTH  
AT HALF-PAST TWELVE

Admit One

The Inauguration of William Preston Hew, Ph.D.  
as President of Trinity College  
Durham, North Carolina  
Wednesday, November ninth, nineteen ten

---

THE WASHINGTON DUKE BUILDING, WEST WING

LUNCHEON

WEDNESDAY, NOVEMBER NINTH

AT ONE O'CLOCK

Admit \_\_\_\_\_







# LUNCHEON MENU

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CONSOMMÉ MESSELINE EN TASSE

OLIVES

SALTED ALMONDS

CELERY

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TARTARE SAUCE

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INDIVIDUAL FANCY FORMS OF CREAMS

FANCY PETITS FOURS

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COFFEE

Apollinaris

Cigars, Cigarettes





*To*

THE Trustees of Trinity College have the honor to announce that William Preston Few, Ph.D., was duly inaugurated as President of Trinity College on November ninth, in the Year of our Lord nineteen hundred and ten, in the presence of the members and friends of the College.

The President and Trustees wish to acknowledge their obligation to all the Institutions and Learned Societies which took part in the ceremonies of the Inauguration by sending delegates or messages of congratulation. These manifestations of good-will and friendly interest have greatly encouraged the authorities of Trinity College in their endeavor to be of real service in the cause of sound learning.

*Secretary to the Corporation*

*Durham, North Carolina*

*10 December, 1910*



## LIST OF VISITORS









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## ALUMNI

[There was a large number of alumni present, but, since the cards on which they enrolled were destroyed by the fire, it is impossible to print the list.]

TRUSTEES AND FACULTY OF TRINITY  
COLLEGE



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Those marked with (†) were present at the inauguration

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†W. P. FEW, <i>ex officio</i> .....	Durham,	N.C.
†J. E. STAGG .....	Durham,	N.C.
†J. C. KILGO .....	Durham,	N.C.
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†C. W. TOMS .....	Durham,	N.C.
†G. W. FLOWERS .....	Durham,	N.C.

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*Term Expires December 31, 1915*

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MR. J. A. GRAY .....	Winston,	N.C.
MR. W. R. ODELL .....	Concord,	N.C.
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†HON. J. H. SOUTHGATE.....	Durham,	N.C.
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\* Deceased.



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*Professor of Mathematics*

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*Professor of German*

\* On leave of absence 1910-11.

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*Professor of Law*

ROBERT NORTH WILSON, A.B., M.S.

*Assistant Professor of Chemistry*

† Resigned January 1, 1911.

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*Assistant Professor of Political Economy*

ARTHUR LEWIS McCOBB, A.B., A.M.

*Assistant Professor of Modern Languages*

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